

**YVONNE ZUIKER CV****yvonne.zuiker23@gmail.com**

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**Summary:**

A motivated, dedicated, and hard working family support worker with 20 years experience of working with, vulnerable adults, young people, children and families in different capacities. Interested in building meaningful relationships with an ability to listen and respond to what people's needs are and work alongside them to achieve their goals and aspirations. Enjoys to work as part of a team, inviting different perspectives from colleagues with expertise in different fields like psychologists, social workers, DWP, housing etc.

Recently qualified and trained as a Dance Movement Psychotherapist and beginning to develop working with people on a therapeutic level.

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**Experience:****April 2016 – October 2020 Family Support Worker Complex Families: London Borough of Camden**

- Offering emotional, practical whole family centred approach to families with complex needs, who are identified as part of the Troubled Families cohort
- Building trusting relationships with parents, children and young people to help alleviate or break their social isolation and increase their capacity/resilience
- Understanding off and working with local resources, community and statutory services in the best interest of the families and their children
- Working alongside colleagues to invite different perspectives to evaluate the work with the families
- Keeping accurate records and organising quarterly TAF (Team Around the Family) meetings with the family and the network to review and monitor progress of the planned work

**April 2013 – March 2016 Family Inclusion Adviser (Fawkes & Reece (Agency) & London Borough of Camden**

- Supporting parents, children and young people at risk of social and educational exclusion

- Carrying out home and school visits to discuss and negotiate preventative strategies that reduced the need for a school exclusion
- Working collaboratively with agencies in Camden, including; voluntary, community and statutory services
- Contributing to and following the local authorities' policies and targets to reduce the number of school exclusions

### **January 2011 – December 2012 Children Centre Family Support/Outreach Worker**

#### **London Borough of Hounslow & Prime Time Recruitment (Agency)**

- Lead Professional supporting parents with children aged 0 – 5 years old. Working to improve outcomes for the children and their families
- Contributed and identified emerging needs/issues within the local community such as; low employment rates, domestic abuse, immigration issues and to identify developmental delays in children
- Gained funding for childcare (For families) through child care schemes
- Enrolled parents on courses e.g. English for Speakers of Others Languages (ESOL) to further their prospects
- Planned and delivered inclusive stay and play sessions for parents with children to promote play using arts & crafts, music and movement

### **September 2003 – December 2010 Connexions PAYP & Health PA (LB Hounslow)**

- Lead professional that worked with disengaged, hard to reach, vulnerable young people
- Assessed their needs using APIR (Assessment, Planning, Implementation and Review) assessment tool to create an action plan using SMART (Specific, Measurable, Realistic and Timely) goals
- Planned and organised PAYP (Positive Activities for Young People) during school holidays after having carried out risk assessments and reeve's.
- Prepared and facilitated one to one or group sessions around sexual health themes in youth clubs and schools
- Worked with a range of young people from different ethnic backgrounds understanding the importance of equal opportunities

## **Education:**

### **2014 - 2017 Master of Arts Dance Movement Psychotherapy University of Roehampton (London)**

A degree aimed at people with prior dance experience, who also have experience of working with people in need. Dance Movement Psychotherapy (DMP) has a focus on the relational process in which a client and therapist engage in an empathetic creative process.

### **2005 - 2006 Diploma of Higher Education: Informal & Community Education/Youth Work (YMCA George Williams College)**

A course for professionals working with children, young people, families & communities. Informal education has a strong focus on responding to and working with young people in everyday situations, and how this can move into more formal moments of exploring issues and difficulties into teaching sessions and group work. At the same time it explores how this holistic way of working helps young people to develop and change their lives.

### **2003 – 2004 NVQ level 4 Connexions Diploma Personal Adviser for Young People 13 – 25**

This course gave the skills and confidence to work with hard to reach young people who needed in-depth support. I learned to identify their needs and worked alongside them to prepare them to take part in education, training, work or other personal development activities. An important part of the role was to motivate young people and for them to make the most of their opportunities.

### **2000 – 2001 nCfe Course: Level 3 (RQF)**

**Teaching Assistant:** Training to be able to provide specialist support for children in secondary school, who need extra help with learning in school

### **1981 – 1987 Diploma Higher Education: School for New Dance Development (SNDD) Amsterdam (Netherlands)**

A full-time diploma course that led to a Diploma of Bachelor of Arts – Choreography. Focus was on awareness of and about the body and the artistic implications of working with the body. The diploma also enabled the practitioner to teach contemporary dance.

### **Skills:**

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- Active listener: able to establish trust and respect with families, young people and children, so they feel seen and understood
- Emotional intelligence: developed level of self-awareness, empathy and sensitivity to others
- Well organised: able to prioritise according to the urgency of a family's needs
- Critical and creative thinker: allowing to use creative approaches to help families
- Sensitivity: working with families from different racial, social-economic and ethnic communities with respect and openness
- Communication: able to be transparent and clear about what services I or my team can provide a family, young people or child. Maintaining contact with and networking with other service providers