

Head of Wellbeing & Development

About the Role

Sendsory is seeking an experienced, compassionate and highly motivated Head of Wellbeing & Development to lead and champion the therapeutic wellbeing, emotional development and communication of our children.

This is a unique opportunity to work within a specialist Alternative Provision supporting children aged 4–11 with Severe Learning Difficulties (SLD), autism and complex SEND. Many of the children we support are pre-verbal or non-speaking and require highly individualised therapeutic approaches, specialist communication strategies and consistent relational practice to help them thrive. Working alongside the Head of Provision, Therapeutic Teacher and Head of Safeguarding & Inclusion, you will play a key role in ensuring every child receives high-quality therapeutic support that enables them to regulate emotions, develop communication, build independence and achieve positive outcomes. This is a hands-on role requiring someone who is equally confident delivering therapeutic interventions directly with children, supporting classroom practice, working with families and external professionals, and leading the development of therapeutic approaches across the provision.

Key Responsibilities

Therapeutic Education & Pupil Support

- Deliver engaging, child-centred 1:1 and small group learning sessions under the direction of the Therapeutic Teacher, supporting delivery of the Therapeutic Curriculum.

- Deliver learning that is carefully adapted to meet each child's EHCP outcomes, developmental stage and communication needs.

- Support pupils to achieve outcomes through the AQA Unit Award Scheme. Use Total Communication approaches, including AAC, Makaton, visual supports, communication boards and objects of reference to maximise engagement and participation.

- Promote communication, emotional regulation, independence, social interaction and life skills through therapeutic and educational activities.

- Encourage every child to develop confidence, resilience and self-help skills, recognising and celebrating progress at their own pace.

- Support children with personal and intimate care where required, ensuring dignity, respect and independence are always promoted.

- Prepare and maintain calm, organised and therapeutic learning environments.

- Support children during breakfast, lunch and daily routines, using these opportunities to develop communication and independence.

- Build trusting, consistent relationships with children using trauma-informed, attachment-aware and restorative approaches.

- Recognise that behaviour is communication and respond positively using therapeutic strategies and co-regulation.

- Record behaviour, wellbeing, safeguarding concerns and significant observations accurately.

Prepare resources, communication aids and adapted learning materials.
Attend safeguarding, behaviour and therapeutic briefings, contributing to reflective practice and solution-focused planning.

Assessment & Progress Monitoring

Complete half-termly developmental snapshots across the four areas of need and the 5 A's Framework.

Monitor progress using assessment information to inform interventions and future planning.

Prepare and maintain Wellbeing & Learning Pathways for every child from admission onwards.

Evaluate the impact of therapeutic interventions and recommend next steps.

Contribute assessment information towards EHCP reviews and Annual Reviews.

Therapeutic Practice & Wellbeing

Deliver weekly play-based therapeutic interventions for every child.

Lead emotional regulation strategies throughout the provision.

Embed trauma-informed, attachment-aware and restorative practice across all aspects of the setting.

Coach and support colleagues in therapeutic approaches, emotional regulation and behaviour support.

Promote a consistent therapeutic culture where children experience emotional safety, trust and positive relationships.

Work collaboratively with the Head of Provision to continually develop therapeutic practice across Sendsory.

Multi-Agency & Family Working

(Alongside the Head of Safeguarding & Inclusion)

Attend Child in Need (CIN) meetings where appropriate.

Attend Annual Reviews and contribute professional reports and recommendations.

Carry out home visits for new starters to support successful transitions.

Build positive relationships with parents, carers and external professionals to ensure joined-up support.

Administration & Communication

Maintain accurate, confidential records in accordance with organisational policies.

Record therapeutic interventions, learning, behaviour and wellbeing using agreed systems.

Produce reports and contribute to quality assurance processes.

Take meeting minutes and communicate agreed actions effectively.

Communicate professionally with colleagues, families and external agencies to achieve the best outcomes for children.

Essential Requirements

To be successful in this role, you will have:

- Significant experience working with children with Severe Learning Difficulties (SLD), autism and complex SEND.
- Experience supporting children who are pre-verbal or non-speaking and have complex communication needs.
- Experience using, or a willingness to further develop, Total Communication approaches including AAC, Makaton, visual supports, communication boards and objects of reference.
- Experience delivering therapeutic, sensory or play-based interventions.
- Experience supporting children with personal and intimate care while maintaining dignity and promoting independence.
- Experience working within a specialist education, SEND, therapeutic or care setting.
- A strong understanding of child development and adapting provision to meet individual needs.
- A thorough understanding of trauma-informed, attachment-aware and restorative practice.
- The ability to build trusting relationships with children through patience, empathy and consistency.
- Excellent communication and interpersonal skills, working effectively with colleagues, families and professionals.
- Strong organisational skills and the ability to maintain accurate records and reports.
- Confidence using IT systems to maintain documentation.
- A flexible, calm and proactive approach with excellent problem-solving skills.
- A commitment to safeguarding and promoting the welfare of children.
- A full UK driving licence and access to a car, as home visits form part of the role.

Desirable

- GCSEs (or equivalent) in English and Maths at Grade 4/C or above.
- Qualifications in education, SEND, childcare, therapeutic practice or a related discipline.
- Training in AAC, Makaton, PECS, sensory integration, Behaviour Safe in Education or similar specialist approaches.
- Experience contributing to EHCP reviews, developmental assessments and multi-agency working.