

Part A - Grade & Structure Information

Job Family Code	5CLES	Role Title	Specialist Intervention Higher Level Teaching Assistant (HLTA)
Grade	PS5	Reports to (role title)	Assistant Head/SENCo
JE Band	161-191	School	Esher High School
		Date Role Profile created	July 2026

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Council reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs	<p>The Specialist Intervention Higher Level Teaching Assistant will work as part of the school's Targeted Intervention Programme to provide targeted support for pupils experiencing significant barriers to learning, enabling them to successfully access and participate in mainstream education.</p> <p>They will work proactively with pupils on an individual and small group basis, delivering targeted interventions which may include emotional regulation, executive functioning, curriculum access and learning re-engagement programmes.</p> <p>They will support pupils within mainstream lessons where appropriate, promoting independence, emotional regulation and engagement in learning, whilst helping to reduce barriers that impact attendance, participation and progress.</p> <p>They will contribute to the identification of pupils' barriers to learning by monitoring progress, maintaining accurate records and providing feedback to the Specialist Teacher, teaching staff and other professionals to inform future intervention and support.</p> <p>They will work collaboratively with teachers, parents and external agencies where appropriate to ensure interventions are consistently implemented and evaluated, contributing to improved outcomes for pupils and the wider school community.</p>
Enlighten Learning Trust Work Context and Generic Responsibilities	<p>This role is based at Esher High School part of Enlighten Learning Trust.</p> <p>Enlighten Learning Trust expects all its staff to:</p> <ul style="list-style-type: none"> • Maintain confidentiality in and outside of the workplace • Be pro-active in matters relating to health and safety and report accidents as required

	<ul style="list-style-type: none"> • Support the aims and ethos of the Trust setting a good example in terms of dress, behaviour, punctuality and attendance • To carry out all such other duties as the SLT or your line manager may reasonably direct; this may include the invigilation of exams.
Line management responsibility if applicable	N/A
Budget responsibility if applicable	N/A
Representative Accountabilities Typical accountabilities in roles at this level in this job family	<p>Support delivery</p> <ul style="list-style-type: none"> • May provide specialised support /interventions for individuals or groups. This may include leading on a specific allocated intervention. • Monitoring and maintaining a programme of activities / interventions e.g. wider curriculum support, lunchtime resourcing & co-ordination • Use of specialised tools/equipment • May carry out personal care routines as appropriate. • May respond to pupils' pre-agreed routine caring tasks (including routine medical needs). • Provide support with whole class supervision, on a regular basis, for teachers' planned lessons (some roles) <p>Planning & Organising</p> <ul style="list-style-type: none"> • Plan and organise own work and work of other members of the team (where appropriate) to meet given priorities. • Contribute to broader activities by providing specialist support and effective resourcing, co-ordination and monitoring of those activities. • Assess the range and volume of work to be undertaken for the days ahead and plan to ensure it is completed to time and to an appropriate standard. <p>Policy and Compliance</p> <ul style="list-style-type: none"> • Adhere to established processes, standards of service delivery and use of equipment to support any associated regulatory or technical compliance requirements. <p>Work with others</p> <ul style="list-style-type: none"> • Receive and respond to everyday enquiries from customers to provide a timely, courteous and efficient service. • Develop strong relationships with partners and stakeholders to deliver a timely and efficient service • Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures. • May supervise the work of more junior staff, escalating performance issues appropriately <p>Resources</p>

	<ul style="list-style-type: none"> • Deliver a range of practical services in support of existing systems or processes to agreed standards, to maximise service quality and continuity. <p>Analysis, Reporting & Documentation</p> <ul style="list-style-type: none"> • Assist in the delivery of relevant assessments/ evaluations. • Ensure information and records are processed and stored to agreed procedures. • Ability to store data and carry out basic analysis <p>Duties for all</p> <ul style="list-style-type: none"> • Values: To uphold the values and behaviours of the organisation. • Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity. • Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others. • The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications. Contribute to and influence children’s learning and personal development. • To have regard to and comply with safeguarding policy and procedures.
<p>Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics</p>	<ul style="list-style-type: none"> • Minimum 3 GCSEs at Grade C or above (Including English & Maths), or equivalent, or able to evidence ability at an equivalent level. • May be required to hold a certificate of competency in a defined area relevant to the role e.g. first aid at work, ADHD, behaviour management, advanced literacy, NNEB or other relevant qualifications at level 2 . • Competent in a range of IT tools. • May be required to hold practical knowledge or experience relevant to the role. • Ability to work with others to provide excellent customer service. • Good written and oral communication skills with the ability to build sound relationships with staff and customers. • Able to prioritise and plan own workload in the context of conflicting priorities. • Ability to guide and support less experienced or more junior colleagues. • Experience of working in a similar service environment. • Some roles may require work out of office hours in outdoor environments.
<p>Details of the specific qualifications and/or experience if required for the role in line with the above description</p>	<p>The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS). Enlighten Learning Trust is committed to the safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p> <p>Essential</p>

	<p>Experience of working with young people in a secondary school / education environment</p> <p>Experience supporting pupils with SEND and/or SEMH.</p> <p>Experience delivering targeted interventions to individuals and small groups.</p> <p>Excellent interpersonal skills with the ability to build trusting relationships.</p> <p>Ability to work independently and as part of a wider inclusion team.</p> <p>Good literacy, numeracy and IT skills.</p> <p>Ability to record, monitor and evaluate pupil progress.</p> <p>Ability to work independently as well as a part of a team.</p> <p>Willing to learn new skills and attend training as required.</p> <p>Desirable</p> <p>HLTA status or ELSA qualification</p> <p>Experience of supporting pupils with ADHD, autism and social, emotional and mental health needs.</p> <p>Experience of restorative approaches, trauma-informed practice or emotional regulation.</p> <p>Experience of working collaboratively with parents and external agencies</p>
<p>Role Summary</p>	<p>Roles at this level typically provide a practical support as part of team. They work within established processes and procedures, resolving problems or extending activities with the more difficult issues or behaviours referred to others. They support more senior staff by covering specific aspects of the teaching/learning programme and will be fully versed in the procedures of their specialism. They will usually be subject to supervision but will be expected to organise their own workload and set their own priorities within short, e.g. day-to-day timescales.</p>