



# Children's Champion



Dear Applicant,

Thank you for your interest in the position of Children's Champion at Tarleton Academy.

The Endeavour Learning Trust board and I are delighted to provide the enclosed information about the role and our School. I hope you find it helpful and on behalf of the whole school community, I would like to take this opportunity to extend a very warm welcome.

Endeavour Learning Trust is a growing Trust in the North West. In our family of schools at this point in our growth, we have four secondary schools and six primary schools formally within the Trust.

Our mission and values provide a clear framework for us to work to. We are absolutely committed to serving our communities to ensure that every child achieves their potential by providing the highest quality educational experience in a truly inclusive way.

As a Trust, we don't believe in a one-size-fits-all approach for our schools or our students. We respect and celebrate individuality, working with a clear determination to support our children, colleagues and communities both collectively, and individually, to flourish and thrive through a rich and transformational provision.

We believe in the value of collaboration, and everybody working with the Trust shares a collective responsibility for the success of all of our children. We also recognise that we will never be successful in delivering our vision for our young people unless our colleagues are supported, nurtured and developed to achieve their full potential with us. That's why we are equally committed to ensuring every colleague benefits from the best possible employment experience where high-quality CPD and a sincere approach to supporting wellbeing enable our colleagues to achieve their own aspirations for their career.

We hope the enclosed information will give you good insight into our School & Trust.

We look forward to viewing your application.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'DCL', written in a cursive style.

David Clayton  
Chief Executive

# Endeavour Learning Trust's Mission and Values

## **We will serve our communities to ensure that every child realises their potential**

We pledge that our schools will be transformational places of academic excellence that offer a true richness of experience, providing all children with the same opportunities to flourish and develop their unique skills, qualities and talents.

We will work collaboratively with our colleagues, parents and carers and our partners to remove any barriers that place limitations on our children, creating schools that are happy and harmonious places at the centre of their community.

## **Our Values**

### **Individuality**

We are firmly committed to recognising, celebrating and investing in the individuality of all of our children and young people, each of our colleagues and the distinct ethos and identity of each of our schools, whilst remaining united by our core values. We don't believe in a "one size fits all" approach, and will adapt our provision to meet individual needs.

### **People centred**

Our work is driven by our responsibility to every individual within our Trust community. Every person deserves to be treated with respect, dignity and kindness. We demonstrate empathy and humility in our approach, ensuring that our Trust provides an environment where every individual feels confident to be their true authentic self.

### **Belonging**

Equity of opportunity is central to our practice and we will be relentless in our endeavour to identify and remove barriers that prevent full inclusion. Our culture extends beyond tolerance to one where difference is embraced and every individual is valued and celebrated for their unique contribution to our community. Every individual is a full member in our community.

### **Transformation**

We believe in the promise of each individual across the Trust and will ensure we inspire, support and challenge in proportionate measure, so that we all thrive and are able to achieve our own individual successes. We are bold in our approach, stretching perceived boundaries, to go further for our children, colleagues and communities. We continually develop our approach to respond to changes in the communities we operate within to support every child, colleague and partners to realise their potential.

### **Togetherness**

We are a proud family of schools bonded by our Trust vision, priorities and values. We work as one team in school, across our Trust and with our wider partners for the benefit of the communities we serve. Our collaborative approach inspires us to be bold and brings us together in ways that help us to make a difference. We are better together.



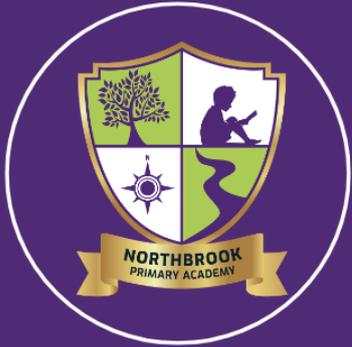
**LINAKER PRIMARY SCHOOL**



**CHURCHTOWN PRIMARY SCHOOL**



**TARLETON ACADEMY**



**NORTHBROOK PRIMARY ACADEMY**



**WOODLEA JUNIOR SCHOOL**



**ENDEAVOUR LEARNING TRUST**



**ORMSKIRK SCHOOL**



**BURCOUGH PRIORY ACADEMY**



**WELLFIELD ACADEMY**



**STRIKE LANE PRIMARY SCHOOL**



**BRINDLE GREGSON LANE PRIMARY**

# Why join Endeavour?



Fantastic pension schemes:  
Teachers Pension Scheme and  
Local Government Pension  
Scheme



Access to 24/7 SAS  
Health & Wellbeing service.  
Counselling, Physiotherapy,  
Private Medical and more



Free membership with  
Vivup Employee Benefits,  
Lifestyle Savings &  
Cycle to Work Scheme



Automatic pay progression for  
both Teaching and Support staff  
in line with their grading  
structure



Excellent CPD Offer for all  
colleagues to truly support each  
stage of your professional  
development



Enhanced family leave benefits  
and pay, to offer support to you  
at life's most important  
moments



Term time only contracts  
OR 26 days annual leave  
PLUS bank holidays. 32 days  
following 5 years' service



We honour continuous service  
with other local authorities or  
multi academy trust



Access to our Learning  
Management System and  
flexibility around CPD to allow  
you to learn at your own pace

Dear Applicant,

Thank you for your interest in the Children's Champion position at Tarleton Academy, part of the Endeavour Learning Trust.

At Tarleton Academy, our vision of "*Igniting Excellence and Empowering Individuality*" is at the heart of everything we do. We are committed to fostering a culture of high aspiration, where every student is encouraged to achieve their full potential and every staff member is supported to excel in their role.

We take immense pride in the significant progress we have made since our new leadership team established itself in 2024 and we remain dedicated to delivering the very best for every student. At the same time, we are unwavering in our commitment to achieving excellence in a way that prioritises the wellbeing of both our staff and students. Our ambition is to thrive—individually and collectively—within our classrooms, staffrooms, schools, and across the Trust as a whole.

We are proud to benefit from our state-of-the-art building, which serves as a central hub for leisure and learning within the local community. Our modern facilities provide an exceptional environment for both students and staff, ensuring that teachers have well equipped classrooms designed to support high-quality teaching.

I often describe Tarleton as an exciting place to be, and that has never been truer than it is today. Every day, we take meaningful steps to enhance the school experience for our 700+ students, ensuring they receive the very best in education and personal development. The #TeamTarleton motto is embedded in everything we do, creating an environment where both students and staff feel valued, supported, and inspired to succeed.

We hope the enclosed information about the role will encourage you to apply.

Yours faithfully,

Mr S Parker

A handwritten signature in black ink, appearing to read 'S Parker', written in a cursive style.

Headteacher

**Children's Champion**  
**Full time, Permanent**  
**Term time only plus four weeks**  
**Grade 8 SCP 25-30**  
**£36,363 - £40,777 (FTE)**  
**£33,982 - £38,107 (Actual)**

**Be the difference in a child's life.**

We are looking for an exceptional **Children's Champion** to join our team – someone who believes every child deserves to feel safe, supported, and able to succeed.

This is a unique opportunity to work at the heart of our school community, supporting children who may face barriers to learning, attendance, or wellbeing. As our Children's Champion, you will be a **visible and trusted advocate**, working across **Pastoral, Attendance, Safeguarding, and SEND (PASS)** to help vulnerable pupils re-engage with education and thrive.

You will build meaningful relationships with children and their families, working proactively within the community to understand challenges and find solutions that help young people succeed both in school and beyond.

This role is about **connection, trust, and impact**. Every conversation, every visit, and every intervention has the potential to change a child's journey.

**ROLE DETAILS**

This position is full time, permanent and term time plus four weeks (inclusive of 5 inset days). 37 hours per week. Working Monday to Thursday 8:00am to 4:00pm & Friday 8:00am to 3:30pm.

**HOW TO APPLY**

To apply, please complete our online application form in full, along with a personal statement to support your application and outline the relevant experience you can bring to Endeavour Learning Trust.

If you require any further information please contact Mr A Vose at [a.vose@tarletonacademy.org](mailto:a.vose@tarletonacademy.org) or on 01772 812644

**SAFEGUARDING**

Endeavour Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

Please note that in line with Keeping Children Safe in Education, an online search will be carried out as part of our due diligence on shortlisted candidates.

## JOB DESCRIPTION



## CHILDREN'S CHAMPION

### **Job Purpose**

The Children's Champion will act as a visible, trusted advocate for vulnerable learners, working across all areas of Pastoral, Attendance, Safeguarding, and SEND (PASS). The role is designed to strengthen engagement, improve attendance, and enhance wellbeing by building strong, purposeful relationships with children, families, and community partners. The post holder will work proactively within the community and alongside families to identify and remove barriers to engagement in education, ensuring that children who are vulnerable or disengaged are supported to thrive academically, socially, and emotionally.

The Children's Champion will support the work of the Designated Safeguarding Lead by working alongside children and their families experiencing significant social, emotional and mental health difficulties so that our vulnerable children can reach their full potential. The post holder will fulfil the role of the Deputy Designated Safeguarding Lead and provide operational support to fulfil safeguarding arrangements, under direction of the Lead DSL. This will incorporate working with families, accessing resources, representing the school in multi-agency working practices for safeguarding, child protection and early help processes.

### **Advocacy and Child-Centred Support**

- Act as a visible and trusted advocate for vulnerable learners, ensuring that children's voices, lived experiences, and individual circumstances are actively sought, understood, and represented in planning, decision-making, and review processes across the school.
- Champion the rights, needs, and wellbeing of children with complex and overlapping vulnerabilities, including those related to attendance, mental health, SEND, safeguarding concerns, family circumstance, and social disadvantage.
- Build strong, purposeful relationships with pupils through consistent, relational practice, enabling children to feel heard, valued, and supported to engage positively with school.
- Work directly with children to help them identify personal, social, emotional, or contextual barriers to engagement, and support them to develop confidence, resilience, and strategies to overcome these barriers.
- Provide challenge and professional advocacy where necessary to ensure that vulnerable learners are not disadvantaged by circumstance, unmet need, or fragmented support, and that appropriate adjustments and interventions are put in place.
- Support children to navigate key transitions, periods of vulnerability, or change, ensuring continuity of support and a strong sense of belonging within the school community, aiming to reduce suspensions and prevent permanent exclusions
- Promote pupil agency by encouraging children to articulate their needs, concerns, and aspirations, and by supporting them to take an active role in decisions that affect their education and wellbeing.
- Ensure that advocacy work is underpinned by high expectations, balancing care and challenge to enable children to thrive academically, socially, and emotionally.
- Contribute to the development of inclusive, trauma-informed practice across the school by sharing insights from direct work with children to inform wider pastoral and teaching approaches.

### **Family and Community Engagement**

- Develop and sustain strong, trusting, and respectful relationships with families, particularly those experiencing vulnerability or disengagement, in order to improve communication, confidence in the school, and long-term engagement with education.
- Work flexibly and proactively within the community, including meeting families in settings that reduce barriers to engagement, including their homes, to gain a deeper understanding of family context, lived experience, and the factors impacting children's attendance, wellbeing, and engagement.
- Act as a consistent and trusted point of contact for families requiring enhanced support, ensuring that communication is clear, compassionate, solution-focused, and culturally responsive.
- Support families to navigate educational systems, expectations, and processes, advocating on their behalf where appropriate and ensuring that families feel informed, empowered, and listened to.

- Identify and address practical, emotional, and systemic barriers faced by families that impact children's ability to engage fully with school, working collaboratively to develop realistic and sustainable solutions.
- Build positive relationships with a wide range of families, recognising and valuing diversity, and adapting approaches to meet differing needs, experiences, and levels of trust in education.
- Establish and maintain effective working relationships with external agencies, community organisations, and support services, facilitating timely referrals and joined-up support for families and children.
- Partner with families to provide restorative and therapeutic interventions in home and community settings, promoting healthier relationships and a stronger sense of family unity.
- Ensure children and families receive appropriate multi-agency support by referring and sign-posting such services to parents/carers and their child(ren)

### **Attendance and Engagement**

- Support the transition of children at significant points of their learning journey, including year 6 to year 7, in-year admissions, post 16 provision and in-year transition to ensure that children feel supported and able to access education at every point of their school journey.
- Work in partnership with attendance teams and Heads of Year to address persistent absence and patterns of disengagement through coordinated, child-centred approaches.
- Identify underlying causes of non-attendance by engaging directly with pupils and families, developing a detailed understanding of contextual, emotional, social, and practical barriers to regular school attendance.
- Support families and pupils to overcome barriers to attendance by co-constructing realistic, supportive plans that prioritise trust, gradual re-engagement, and sustainability.
- Contribute to targeted, preventative strategies that promote belonging, motivation, and sustained engagement, particularly for disadvantaged and vulnerable learners.
- Use attendance data and professional judgement to identify early signs of disengagement, enabling timely intervention before absence becomes entrenched.
- Advocate for appropriate flexibility, adjustments, or phased approaches where required, ensuring attendance expectations are ambitious but responsive to individual circumstances, including arranging bespoke packages for pupils to include alternative provision where this is in the child's best interests.
- Contribute to multi-agency attendance planning where needed, supporting coordinated responses to complex or long-term attendance concerns.

### **PASS (Pastoral, Attendance, Safeguarding and SEND) Partnership Working**

- Operate as a cross-cutting role within the reformed PASS structure, sitting across pastoral, attendance, safeguarding, and SEND provision.
- Work in close collaboration with Heads of Year, the Designated Safeguarding Lead, SEND leadership, attendance staff, and external agencies.
- Liaise with teaching staff, SEND Team and pastoral staff to support holistic assessments of children who present with barriers to engagement in school.
- Provide challenge, advocacy, and professional insight without direct line management responsibility, ensuring coherent and joined-up support for learners.

### **Safeguarding and Professional Practice**

- Work in alignment with statutory safeguarding guidance and school policy, escalating concerns appropriately to the Designated Safeguarding Lead.
- Contribute to a strong safeguarding culture through relational practice, early identification of need, and effective partnership working.
- Maintain accurate, timely records and contribute to multi-agency planning and review as required.
- Provide support and advice to students to promote their social care and personal development
- Make referrals to outside agencies as required, in line with local and national guidance, recording actions/outcomes in line with Trust policy

- Support the DSL in their duty to lead on the PREVENT Duty in school
- Take responsibility for the transfer of safeguarding files at the end of key stage transitions, in-year admissions or where children are removed from roll mid-term

### **Policy and Planning**

- To liaise with Line Manager to ensure consistency of implementation of statutory guidance, school policies and procedures
- Ensure staff are well informed of all matters relating to vulnerable learners in order to promote good communication

### **Support for the School**

- To provide administration support where required in the organisation
- To carry out routine office duties related to the role
- To attend staff training as appropriate
- To attend and support after school events as directed
- To take reasonable care for the health and safety of both yourself and others with whom you come into contact and who could be affected by your work.
- To comply with the school's health and safety rules, reporting any health and safety concerns to the Trust's Head of Estates.
- To work within the Trust's policies and procedures
- To contribute to the provision of an effective environment for learning
- To support the promotion of positive relationships with parents and outside agencies
- To support and encourage the Trust's ethos and its objectives, policies and procedures.
- To uphold the Trust's policy in respect of child protection and safeguarding matters
- Undertake any other duties reasonably requested by the Headteacher/CEO

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## PERSON SPECIFICATION

<b>Personal Attributes required (on the basis of the job description)</b>	<b>Essential (E) Or Desirable (D)</b>	<b>Identified by: Application Form (AF), Interview (I), Test (T) or other</b>
<b>Qualifications and Training</b>		
The successful candidate will have:		
NVQ Level 2 or 5 GCSE's (or equivalent) A*-C including English and Mathematics / Grade 9 to 5	E	AF
Designated Safeguarding Lead Training	D	AF
First Aid Qualification (qualification not essential at point of application as training will be given if required)	D	AF
<b>Experience</b>		
The successful candidate will have:		
Experience of working with or caring for children of relevant age	E	AF/I
Experience of working with students with medical needs	D	AF/I
Experience of working in a safeguarding role in education, social care, health, police or third sector organisation.	E	AF/I
Experience of working in a relevant classroom/service environment	D	AF/I
Experience of Administrative work	E	AF/I
Experience of supporting students with challenging behaviour	D	AF/I
Experience of working within a school environment	D	AF/I
<b>Skills and Attributes</b>		
The successful candidate will be able to:		
Ability to relate well to children	E	AF/I
Ability to form effective and appropriate working relationships/boundaries with children	E	AF/I
Capable of working effectively as a member of a team	E	AF/I
Ability to represent school/Trust in multi-agency processes in line with organisational values.	E	AF/I
Excellent oral and written communication skills	E	AF/I
Knowledge of key statutory guidance applying to education	E	AF/I
Ability to implement professional challenge in children's best interests including both internal colleagues, parents/families and external agencies	E	AF/I
Time management skills	E	AF/I

Ability to prioritise conflicting demands and manage own workload effectively	E	AF/I
Ability to work accurately under pressure and to tight deadlines	E	AF/I
Efficient, meticulous and well organised	E	AF/I
Knowledge of concept of confidentiality	E	AF/I
Standard office practices and procedures	E	AF/I
Accuracy and attention to detail incorporating good numeracy and literacy and IT skills	E	AF/I
Adaptable with a flexible approach to work	E	AF/I
Operate a computer and other standard office equipment	E	AF/I
Maintain effective working relationships with school, staff and students and those encountered in the course of work	E	AF/I
Communicate with the public in a courteous and professional manner in writing, by telephone and in person	E	AF/I
Respond rapidly and accurately to situations	E	AF/I
Able to use own initiative and work independently with general supervision	E	AF/I
Understand and carry out written and oral instructions	E	AF/I
<b>Personal Qualities and Attributes</b>		
The successful candidate will have:		
Be honest and trustworthy	E	AF/I
Self-awareness and emotional regulation	E	AF/I
Be respectful and polite	E	AF/I
Possess cultural awareness and sensitivity	E	AF/I
Ability to deal with confidential matters in a professional manner and to maintain confidentiality	E	AF/I
Show initiative	E	AF/I
Good communication skills	E	AF/I
Demonstrate sound work ethics	E	AF/I
A commitment to contributing to the wider school, Trust and its community	E	AF/I
Ability and willingness to travel between sites, as required	E	AF/I
<b>Other</b>		
Commitment to comply with and adhere all statutory guidance applying to education settings and all Trust policies.	E	I
Commitment to comply with and adhere to the document 'Guidance for Conduct'	E	I

Commitment to undertake further ongoing training and professional development	E	I
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