# How to involve governors and trustees in your school’s career-related learning

This guide is written for **primary teachers and school leaders**, to help you involve your school’s governing board in career-related learning (CRL).

Through the governing board (including school governors and academy trustees), your school has access to a group of professionals who can support your pupils’ learning. Involving governors/trustees in CRL is a good way to locate external speakers, as well as getting support with your school’s overarching CRL strategy. Governors/trustees also have access to their own professional networks and may be willing to introduce you to other people who can support CRL at your school.

It will be useful to talk to your headteacher about how to contact governors/trustees, as well as the best way to talk to your board if you are invited to attend a meeting. This resource also sets out next steps you can take.

## Talking to governors about CRL

Governors’/Trustees’ main role is to support the sch9oo’leadership of their school by providing strategic oversight. Within the board, different people will have responsibility for overseeing different areas of the curriculum, holding the headteacher to account for the quality of learning available to pupils. Your board of governors/trustees will find it useful to know how CRL benefits pupils, and what support you are looking for from the board. It may be useful to see whether your headteacher and governing board/trustees feel that appointing a governor to take responsibility for monitoring CRL would be helpful in supporting an embedded whole-school approach. Currently, there are no statutory guidelines for CRL in primary schools, and so your governors/trustees might find it useful to use the six principles of effective careers education [link] as a framework.

## Who is on your board of governors?

Next, it is important to identify how your governors/trustees could support you and your school’s CRL. We have created a template table for you to use to capture and store this information (see page 3), addressing:

* The types of sectors your governors/trustees work in
* The types of roles governors/trustees hold in their professional lives
* The governors/trustees who would like to get involved in CRL

## Employer engagement with governors

Next, think about your school’s overarching strategy for CRL, and how best external professionals can support this.

Consider whether you would like:

* Access to your governors’/trustees’ networks including, for example, any professional bodies or local business groups
* External speakers in assemblies
* Volunteers willing to run a short workshop in school, introducing pupils to their role and field of work
* To interview governors/trustees about their work, and writing about this in your ‘book of jobs’ [link]
* Support from governors/trustees in developing your school’s CRL strategy, using their input, experience and perspectives as employers and employees

Once you have this information, you may find it useful to identify your school’s next steps in CRL using our quiz [link]. You may also find the guide to engaging with employers useful [link] for some extra tips.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Sector** | **Role** | **Contact details** | **Willing to:** |
| **Provide employer encounters** | **Share information with network** | **Support on CRL strategy** |
|  |  |  |  | □ | □ | □ |
|  |  |  |  | □ | □ | □ |
|  |  |  |  | □ | □ | □ |
|  |  |  |  | □ | □ | □ |
|  |  |  |  | □ | □ | □ |
|  |  |  |  | □ | □ | □ |
|  |  |  |  | □ | □ | □ |
|  |  |  |  | □ | □ | □ |
|  |  |  |  | □ | □ | □ |
|  |  |  |  | □ | □ | □ |
|  |  |  |  | □ | □ | □ |