



Designated Governor for Careers: Role Description

Introduction

In accordance with paragraph 4.3 of the [Academy Trusts: Governance Guide](#), “[a]ll boards should have trustees to take specific strategic oversight responsibility on behalf of the board for its . . . careers education”. However, this is only a requirement for trusts with secondary schools, and where a trust has only one member school which is a secondary school (as is currently the case with Greensand Multi Academy Trust (“the Trust”) and Reigate School (“the school”)), it is permitted for this role to be delegated to a local Governor at that school.

1. Purpose and Strategic Context

- 1.1 The Designated Governor for Careers (“the Governor”) will provide strategic oversight and monitoring of the school’s careers education, information, advice, and guidance (“CEIAG”) programme.
- 1.2 The Governor will support the school to make sure that statutory duties are met, that provision is high quality, and that the School Committee (and the Trust Board, as appropriate) are kept informed of key developments, outcomes, and areas for improvement.

2. Statutory and Regulatory Framework

In undertaking their role, the Governor should:-

- 2.1 be familiar with the Department for Education’s (“DfE”) [statutory guidance on Careers Guidance & Access for Education and Training Providers \(June 2026 update\)](#);
- 2.2 ensure that the school’s CEIAG programme aligns with the eight [Gatsby Benchmarks](#); and

- 2.3 monitor compliance with requirements to publish a CEIAG programme and provider access statement on the [school website](#).

3. Policy

The Governor will:-

- 3.1. review and monitor relevant policies and procedures, ensuring they are up to date and reflect statutory requirements and best practice; and
- 3.2. ensure that careers provision is discussed regularly at School Committee meetings, and that all members of the School Committee are aware of their collective responsibilities.

4. Monitoring and Evaluation

The Governor will:-

- 4.1. meet regularly (at least annually) with the school's Careers Leader to discuss the effectiveness of the school's CEIAG programme, including:-
 - 4.1.1. progress against the Gatsby Benchmarks;
 - 4.1.2. student destinations data and trends;
 - 4.1.3. engagement with education, training providers, and local employers; and
 - 4.1.4. the impact of the CEIAG programme on pupils' learning and decision-making.
- 4.2. arrange and undertake monitoring visits to observe careers provision in action (for example, by attending careers events or reviewing curriculum integration); and
- 4.3. use data and evidence (including destinations data and self-evaluation reports) to identify strengths, trends, and areas for improvement.

5. Support and Challenge

The Governor will:-

- 5.1. build a productive working relationship with the school's Careers Leader and any other members of staff with responsibility for the school's careers provision;

- 5.2. provide appropriate support and challenge to ensure the Careers Leader is well trained, supported, and accountable for the delivery of the CEIAG programme; and
- 5.3. Support and help facilitate partnerships with local employers and external providers.

6. Reporting and Communication

The Governor will:-

- 6.1. report back to the School Committee (or the Trust Board as appropriate) after monitoring meetings and visits (using a standard visit report template);
- 6.2. ensure that careers provision and outcomes are given appropriate prominence in School Committee meetings; and
- 6.3. keep the School Committee informed of relevant changes in statutory guidance, policy, or local context that may affect careers provision.

7. Training and Development

The Governor undertakes to:-

- 7.1. participate in relevant personal development and training to maintain up-to-date knowledge of statutory duties and best practice; and
- 7.2. encourage and support the ongoing development of the Careers Leader and staff involved in careers provision.

8. Review

Together with the School Committee, the Governor will review the effectiveness of this role annually, reflecting on impact and identifying opportunities for further development.

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