

Juniper



TRAINING

Careers Education, Information Advice and Guidance Policy

October 2025

This policy will be updated as our business changes and in line with new legislation. It will be reviewed and updated as necessary, a minimum of once a year. Where you see reference to the term 'student' in this policy, this applies to all 16-19 study programme students and apprentices.

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Chief Executive Officer

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Director of Quality

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1. General Statement of Policy

This policy sets out the nature and aims of careers education, information, advice and guidance at Juniper Training. We are committed to providing access to independent careers, information, advice and guidance to all of our students. We recognise, refer and adhere to guidance taken from Careers guidance and access for education and training providers (updated May 2025), Gatsby Benchmarks (updated May 2025) and the Post 16 Education & Skills White Paper 2025. We have also revised our policies to ensure that they meet with the requirements of the updated Education Inspection Framework (updated September 2025) including the Further Education and Skills Toolkit as well as the Revised 2023 Matrix Standard.

Careers education at Juniper helps the student to develop the knowledge, confidence and skills they need to make well informed, considered choices and plans that enable them to progress onto further education, employment or an apprenticeship.

2. Aim

Juniper aims to provide a high quality CEIAG service that ensures all students have access to inspirational competent staff and quality resources, in order to help, assist and support individuals to make informed choices about their training needs, personal development, wellbeing, career development and progression opportunities.

3. Objectives

- To deliver innovative learning programmes and work experience that prepares students for the opportunities, responsibilities and experiences of life
- To respond to the individual needs of each student
- To teach students how to plan and manage their own futures
- To provide a range of comprehensive careers education, information and advice options
- To raise the students aspirations so that they can achieve their full potential
- To promote and embed safeguarding, the Prevent Duty, equality, diversity, inclusion, social mobility, challenge stereotypes and uphold British Values
- To give students with the skills they need to achieve personal and economic wellbeing
- To build strong links with employers and other providers that enable quality work experience and sustainable progression opportunities' for all students

4. The Matrix Standard

Juniper has committed to the Matrix Quality Standard which is a unique framework for the effective delivery of information, advice and/or guidance. In line with Matrix standards we regularly review, evaluate and develop our service. The purpose of the Matrix Standard is to provide a benchmark for us to assess/measure our careers, information, advice and guidance service which ultimately supports individuals in their career, learning, work and life goals. The Matrix Standard is made up of seven elements:

- Purpose
- Resource
- Offer
- Delivery
- Outcomes for individuals
- Impacts for organisations
- Continuous Improvement

5. Roles and responsibilities

Director of Quality/Senior Safeguarding Lead oversees the quality of CEIAG provision across the organisation and has the following responsibilities:

- Reports the outcome of Matrix assessment to the governors and management board
- Updates the Company Improvement Plan to include areas for improvement within the service

Head of Quality monitors and reviews the quality of CEIAG services across the organisation and has the following responsibilities:

- Manages and co-ordinates the full Matrix Assessment
- Completes an annual Matrix Annual Continuous Improvement Check in order to report the development of CEIAG and identify areas for improvement
- Supports Director of Apprenticeships, Director of Foundation Learning, Head of Sport and PMs to ensure actions to improve the service are included in Centre Improvement plans
- Monitors through Provision Reviews, the quality of CEIAG provision in each provision
- Develop, revise and shape the company policy to ensure compliance with government legislation for the service
- Supports staff training and development
- Supporting and developing the skills of Recruitment Officers, Apprenticeship Recruitment Consultants, Progression Co-ordinators, Tutors and Skills Coaches to ensure high quality CEIAG for all students
- Updates CEIAG resources to reflect local and national service delivery change

Quality Co-ordinator/s support the Head of Quality with monitoring and reviewing the quality of CEIAG services across the organisation and has the following responsibilities:

- Supports with the Matrix assessment checks
- Supports on Provision Reviews, Learning Walks and TLA observations, to ensure the quality of CEIAG provision in each centre
- Supports staff training and development
- Supporting and developing the skills of Recruitment Officers, Apprenticeship Recruitment Consultants, Progression Co-ordinators, Tutors and Skills Coaches to ensure high quality CEIAG for all students

Director of Apprenticeships & Director of Foundation Learning have the following responsibilities:

- Supporting Managers with Centre Improvement Plan updates to CEIAG service
- Support Performance Managers to implement changes to CEIAG policy and procedures.

Performance Managers monitor the provision of CEIAG within each centre and has the following responsibilities:

- Updating the Centre Improvement Plan to reflect changes within the CEIAG service
- Implementing changes to the CEIAG service
- Identifying staff training needs
- Supporting and developing the skills of Recruitment Officers, Apprenticeship Recruitment Consultants, Progression Coordinators and Tutors to ensure high quality CEIAG for all learners
- Monitoring the quality of CEIAG provision through Learning Walks and general observations
- Managing the performance of staff to ensure that they maintain high quality standards throughout the service delivery
- Supporting staff training and development
- Making sure that all CEIAG resources are kept up to date and inform the Deputy Senior Safeguarding Lead, of any local or national changes to service providers
- Make final decision on the chosen Programme Pathway at the end of 'Week 1 - Induction Week'

Curriculum Manager has the following responsibilities:

- Design and manage the curriculum
- Implement the delivery of qualifications and none accredited learning
- Deliver and design staff training and development
- Implementing new policies and procedures
- Complete TLA observations and Deep Dives, co-ordinate Lead Practitioners to provide effective support to new and under-performing staff
- Supporting and developing the skills of Recruitment Officers, Apprenticeship Recruitment Consultants, Progression Co-ordinators, Tutors and Skills Coaches to ensure high quality CEIAG for all students

Curriculum Co-ordinators have the following responsibilities:

- Staff training and development
- Support the implementation of new policies and procedures
- Support the delivery of qualifications and none accredited learning
- Support the Curriculum Manager with the design and implementation of new programmes
- Complete TLA observations
- Supporting and developing the skills of Recruitment Officers, Apprenticeship Recruitment Consultants, Progression Co-ordinators, Tutors and Skills Coaches to ensure high quality CEIAG for all students
- Observe staff delivering progress reviews and give feedback on how CEIAG can be developed
- Deliver staff training in relation to improving CEIAG through learner progress reviews

Lead Practitioners have the following responsibilities;

- Provide mentoring and support for new and under-performing staff

Student Support Manager & Student Support Specialist has the following responsibilities:

- Providing support and diagnostic assessment for all vulnerable and SEND students
- Staff training and development
- Support for the Deputy Senior Safeguarding Lead

Deputy Senior Safeguarding Lead has the following responsibilities:

- Staff training and development
- Providing accurate CEIAG information for company website
- Reviewing and updating the Safeguarding Policy
- Monitor the management of safeguarding across the organisation
- Support individual staff with safeguarding incidents, ensuring that they are following company policy and procedure

Recruitment Officers, Apprenticeship Recruitment Consultants, Skills Coaches, Tutors and Progression Co-ordinators: have the following responsibilities:

- Delivering independent high-quality face to face CEIAG to all students from the start of their journey through to progression
- Signpost students to reputable third-party services in order to meet with their personal, social and career development needs
- Developing good working relationships with a broad range of partners including, employers, FE Colleges, training providers, Social Enterprise and Job Centres.
- Making sure that all CEIAG resources are up to date and inform the Performance Manager of any local or national changes to service provision

All Employees have a responsibility to support the delivery of high quality CEIAG provision to all students in line with company policy and procedures. All centre staff are aware of the support agencies within their local areas and have access to and knowledge of National support agencies, if these are more appropriate to the student.

6. Resources

Juniper training provides a range of CEIAG resources that aim to enable the student's journey and provide the right level of internal and external support to all students. Services include:

- 24-hour access to our website, CEIAG service pages; including Facebook, Twitter and Instagram
- Access to Centre IT facilities and staff support (Monday –Thursday, 8.30 am to 4.30 pm and Friday, 8.30 am to 2.30 pm).
- Quality work experience with both local and national employers.
- Supported progression opportunities onto further education, employment or apprenticeships.
- Up to 6 months continued CEIAG post programme support.

If Juniper cannot meet the student's needs, we will signpost and refer to other providers or support agencies. Explanations of these services are available to students during induction, throughout the programme and during one-to-one reviews.

7. Partnerships

Juniper is committed to developing strong links with local and national employers to enable students to take part in valuable work experience with opportunities to progress into a sustainable employer or an apprenticeship.

Juniper work closely with a range of service providers, including FE Colleges and other training providers to ensure that when signposting students to alternative provision we have confidence in their ability to provide a quality service.

8. Staff Training and Development

Staff are recruited taking into consideration existing qualifications, experience and skills which are then matched to their job description. All staff receive the following training when joining the organisation:

- Induction – Welcome to Juniper Training and the Juniper Student Journey
- Safeguarding
- Prevent/Radicalisation/British Values
- Health & Safety and Equality & Diversity
- Conflict and Behaviour Management
- Introduction to SEND

Further induction training is provided depending on the staff role:

- Apprenticeship Recruitment Consultants – (Apprenticeship) Recruitment and Contractual Compliance
- Recruitment Officers – Sales training including learner journey (Learner Support Pack training) and CEIAG
- Progression Co-ordinator and Tutors - The Student Journey, CEIAG and Review Training
- Skills Coaches – (Apprenticeship) Student Journey, CEIAG, Assessment and Review Training

- All Tutors - Individual Support Visits, leading to bespoke tailored training depending on the needs of the staff member
- All Staff – role specific externally delivered qualifications, e.g. IAG L4, TAQA, teacher training qualifications (L3 – L5)

All staff have an Induction Plan which is written to reflect their specific job role and responsibilities. Training and development needs are identified during induction reviews and further training, agreed for each staff member.

9. Juniper Student Journey

Juniper Training offers CEIAG throughout all stages of the student's journey to ensure that they are on the right programme and that they have the right level of support in order for them to succeed. The student journey consists of:

- **Interview and Assessment– Interview and Assessment** - Students CEIAG around our “Programme Pathway Options” and are assessed to see if joining a Juniper Training is right for them.
- **Induction Week** – 1 week assessment period at the start of the student's programme, providing ongoing CEIAG and continued assessment to make sure the programme option chosen is right for them and their readiness for work experience.
- **Pathway Sign On & Learner Support Pack** – All students sign their Student Development Plan (SDP) by the end of week 1 of their programme. The SDP is contained within a Learner Support Pack (LSP), which: formalises the learning agreement, confirms the learning objectives and CEIAG around the progress and plans for the student's next steps.
- **Qualifications** – By week 2 students start their “Main Qualification”. All qualifications are vocationally focused and aimed at developing the student's employability skills and knowledge. In addition to this students take part in training sessions that are specifically focused on their personal development in a range of areas.
- **Maths & English** – By week 2 the students start work towards improving their maths and English.
- **Tutorial Curriculum** – All Study Programme students attend tutorial sessions alongside their main learning aims. This is designed to develop vital personal, social and employability skills; to enable students to understand broader issues and make a positive contribution in their working/ personal lives and relationships.
- **Review and Development** – All students receive on-going CEIAG through reviews, informal meetings and interventions. This monitors their progress ensuring they are on track and have the right level of support to achieve their programme goals.
- **Progression** – CEIAG is focused on progression right at the very start of the student's programme, in order to progress students onto sustainable further education, employment or an apprenticeship by the end of their programme. This continues with up to 6 months tracking to ensure progression sustainability.

10. Students with Special Educational Needs and Disability (SEND) and other support needs

Juniper has a Student Support Process; this guidance supports staff by identifying appropriate action to take when learners have issues such as SEND, Education Health Care Plans, care experienced learners, learners known to youth justice and learners that have medical/health issues. Learners that have any of these issues will have a Support Plan completed with them that explains their needs and what strategies have been agreed to support them; the effectiveness of these strategies are reviewed regularly through learner progress reviews.

Juniper employs a Student Support Manager who is qualified and trained to work with and assess students with special educational needs and disabilities (SEND). This ensures that all students get the right support and guidance to enable them to develop the employability skills and qualifications to positively progress onto further education, employment or an apprenticeship.

Juniper also employs a Student Support Specialist who works very closely with and monitors the progress of all students with Educational Health Care Plans. They ensure that Support Plans are robust, and students receive the required support throughout their learning journey.

11. Code of Conduct – 3 Way Agreement

Juniper believes that high quality and impartial CEIAG enables students of all ages to make informed choices about their programme and career options, thereby helping to maximise their participation and achievement in learning.

In order to do this a level of commitment is required from all parties. With this in mind, Juniper has a Code of Conduct – 3-way agreement in place and copies of which are provided at the beginning of the programme and clearly identifies:

- Student responsibilities
- Juniper's responsibilities
- Parent/Carer responsibilities

This ensures that the students understand what they can expect from Juniper, what is expected from them and how their parents or carers can participate in supporting the student throughout their learning journey.

12. Confidentiality

In accordance with the Learning Records Service Learner Agreement and Data Protection (GDPR) Policy, Juniper:

- Will not disclose information to any individual or organisation that does not have the right to see it
- Will not share information held with any other parties except in accordance with the disclosure clauses set out in its formal data protection registration

Juniper keeps records of student details, learning record and contact details. These are stored in accordance with the Data Protection Act 2018 and the GDPR and can only be accessed by authorised staff who need to see this information. In any referral to a third

party either internally or externally, student confidentiality will be maintained in accordance with the GDPR.

13. Equality, Diversity & Inclusion, Health & Safety and Safeguarding

We actively work to ensure that all students are given equal access to our service. The range of CEIAG services provided will reflect the diversity of the students' needs and we provide an environment which is free from any form of discrimination.

Juniper closely monitors activity to ensure ethnicity and disability is managed in an equal and fair manner. All staff have a duty of care and will remain professional and supportive when working with students. They will follow guidelines set out in Juniper's Staff Handbook, Safeguarding & Prevent Policy, Health & Safety Policy and Equality, Diversity & Inclusion Policy.

14. What students can expect from Juniper

- To provide an innovative, safe, supportive learning environment that fully prepares students for the opportunities, responsibilities and experiences of life.
- To respond to the individual needs of each student by providing a learning experience based on high expectations, though a balanced and well-taught programme.
- To empower young people to plan and manage their own futures by providing regular feedback, SMART targets and regular progress reviews that will enable effective skills development and readiness for work.
- To provide a range of professional, effective and comprehensive careers, information, advice and guidance options that ensure students make informed choices about their future careers.
- To raise the students aspirations so that they can achieve their full potential, achieve their qualifications and make positive progress
- To promote and embed safeguarding, the Prevent Duty, equality, diversity, social mobility and challenge stereotypes; to enable students to become responsible well rounded citizens, who respect and uphold British Values.
- To remove financial barriers by providing eligible students with access to financial support through travel costs and bursaries that will enable their development
- To enable young people to sustain employability skills that will allow them to achieve personal and economic wellbeing.
- To build strong links with employers and other providers to enable high quality work experience and sustainable progression opportunities for all students

15. Supporting documents

- Code of Conduct – 3 way agreement
- Safeguarding & Prevent Policy
- Maths & English Policy
- Equality Diversity & Inclusion Policy
- Behaviour Policy

Staff Declaration

Centre Name: _____

I have read and fully understand the CEIAG Policy V2.5 10.25 JAB:

Name	Signature	Date

This must be scanned and saved in the 'Policy Declarations' folder in the PM Drive using the following format:

Name of Policy Declaration, Version Number – Centre, Date Uploaded

Example: CEIAG Policy Declaration V2.5 02.25 JAB Leicester 12/12/2025