

# Inspection of J & E Training Consultants Limited

Inspection dates:

13 to 16 June 2022

## **Overall effectiveness**

**Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Good</b>
Apprenticeships	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## **Information about this provider**

J & E Training Consultants Limited (JET) is based in Basildon, Essex. It has been providing apprenticeship training as a subcontractor since 1998. JET received direct apprenticeship funding in January 2018. JET specialises in providing education and training to hairdressing and barbering apprentices. JET works with approximately 80 employers in the Eastern region of England.

JET has approximately 92 apprentices on level 2 and level 3 standards-based programmes. Most apprentices are aged 16 to 18 and are training for level 2 hair professional apprenticeships. JET has six level 2 barbering apprentices. A further 20 apprentices aged 19 and over are working towards the level 3 advanced and creative hair professional standards. There are no apprentices in receipt of high-needs funding. JET has no subcontracted provision.

## **What is it like to be a learner with this provider?**

Apprentices enjoy training to become hairdressers and barbers. They appreciate the individual support and training they receive. They feel welcomed, listened to and valued by their tutors. As a result, apprentices develop positive working relationships with their tutors.

Apprentices are motivated to attend well. Tutors and employers provide a stimulating work environment. As a result, apprentices develop positive attitudes to their learning. Apprentices develop professional and respectful behaviours. Barbering apprentices learn how to deal effectively with difficult or unhappy customers. They understand that this is important to ensure that they do not lose repeat business.

Apprentices recognise how much they have learned. They say that if they are struggling, tutors always help them to build their skills and confidence. Apprentices say that tutors explain concepts to them extremely well. They appreciate their tutors' patience and persistence to ensure that they fully understand.

Tutors do not consistently challenge apprentices to meet the highest industry standards. In some practical sessions observed, apprentices sat down when performing practical skills. Apprentices did not always remove hair from the floor before commencing with blow-drying. However, employers are complimentary about their apprentices' professional standards in the workplace.

Apprentices say that they feel safe and that staff treat them fairly. Apprentices benefit from high levels of individual training and support for their well-being and safeguarding. They have a good understanding of diversity and how that applies to the hairdressing sector.

## **What does the provider do well and what does it need to do better?**

Leaders have developed strong working relationships with local salon employers. They communicate frequently with employers through meetings and social media platforms. Leaders have designed the level 2 curriculum to ensure that the training plan meets the business needs of employers. They plan individual programmes to ensure that apprentices gain significant new hairdressing skills and knowledge. Furthermore, they coordinate on- and off-the-job training effectively. As a result, apprentices practise and improve their skills over time. However, apprenticeship programmes for the level 3 advanced and creative artist programme do not yet fully meet the needs of employers and apprentices.

Tutors ensure that the content and the order of learning are effective in enabling apprentices to build on their existing skills. Tutors establish apprentices' existing skills and knowledge effectively. They help apprentices to understand what they need further help and training on. Tutors plan to start with essential underpinning knowledge and skills. They plan for apprentices to progress to more complex concepts that they can apply in the workplace. Level 2 apprentices start with basic

consultation and blow-dry techniques. They then progress to more advanced skills such as colouring and cutting. As a result, most apprentices develop significant new skills and knowledge because of their studies. They quickly become valuable team members in the workplace.

Apprentices benefit from the hairdressing and teaching expertise of their tutors. Tutors use teaching techniques effectively, such as demonstration and professional discussions. They encourage apprentices to reflect on their own practice. They provide individual spoken feedback that helps apprentices improve their hairdressing techniques. Consequently, apprentices successfully learn new and complex skills and technical knowledge. For example, apprentices improve their commercial timings for completing salon services. Level 3 hair practitioners explain fluently how keratin makes the hair strong. Level 2 apprentices learn about the latest industry cutting techniques in salons.

Tutors frequently and effectively review apprentices' skills development. They provide accurate and useful information to employers about their apprentices' progress. When apprentices fall behind, tutors quickly put an action plan in place with the support of the employer. As a result, tutors ensure that apprentices progress through their qualifications.

Tutors do not provide good-quality developmental feedback to apprentices on their written coursework. Tutor feedback on apprentices' written work does not help them to understand what they have done well and what they need to do to further improve. As a result, apprentices are unable to deepen their skills and knowledge further.

Apprentices and employers have a good understanding of the final examinations. Tutors plan for apprentices to undertake several practice examinations. As a result, apprentices know what they need to do and they are well prepared. Most apprentices who take their final examinations pass them. However, too few apprentices are aware of their working level and what they need to do to achieve a higher grade.

Most apprentices develop their English and mathematical skills. Tutors check spelling, punctuation and grammar for most apprentices. They identify how apprentices can improve the standard of their written work and use of technical terms. As a result, apprentices recognise the importance of these skills to help them to become better professionals.

Tutors do not have the skills or strategies to identify and help apprentices who have a learning difficulty or disability (LDD). Tutors are unaware of how to identify and help those apprentices who have not self-declared a need. Leaders have recently introduced LDD assessments for apprentices who are struggling, although it is too early to judge the impact of these assessments.

Too few apprentices benefit from impartial careers advice and guidance. Leaders have not planned an effective careers curriculum to enable apprentices to plan their

future careers. Tutors ensure that apprentices have a good understanding of careers in the hairdressing industry. However, tutors do not ensure that apprentices understand the wider employment skills they are developing to support their future success.

Leaders have not yet implemented effective external oversight to hold them to account. Leaders make effective use of their network of contacts to seek advice on operational and safeguarding concerns. Leaders seek frequent advice, and gain helpful support and challenge, to inform their decision-making. Leaders have started to formulate an implementation plan for governance, but at the time of the inspection, this was not yet in place.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have developed an effective culture of safeguarding. Leaders understand fully their duty of care for apprentices, as well as for their staff. Leaders have established appropriate and effective safeguarding policies and arrangements.

Apprentices have frequent one-to-one support from staff for their training and for their well-being. Apprentices know whom to go to if they have any concerns. They are open and forthcoming in communicating sensitive information to staff. They are confident that staff will deal with their concerns appropriately.

Leaders make effective use of external support agencies, for safeguarding concerns. For example, they make referrals to external agencies, such as bereavement counsellors. They work proactively with employers to support apprentices and find a satisfactory solution.

## **What does the provider need to do to improve?**

- Leaders must ensure that apprentices benefit from impartial careers advice and guidance to support their future career plans.
- Tutors must improve the quality of feedback to enable apprentices to achieve higher grades and to continue to make progress outside the classroom.
- Leaders must establish formal arrangements for external scrutiny and oversight to support their strategic direction, quality improvement and safeguarding practice.

## Provider details

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<b>CEO</b>	Jill Kitchenham (Director)
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the director of quality, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous monitoring report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising apprentices' work, seeking the views of apprentices, staff and other stakeholders, and examining the provider's documentation and records.

## Inspection team

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