



# Explore Employment

Course information pack



**Ambitious  
about Autism**

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# Our curriculum

At St. John's College our curriculum aims to prepare learners for life after college by teaching them the skills and knowledge they need to be more independent adults who have a good quality of life.

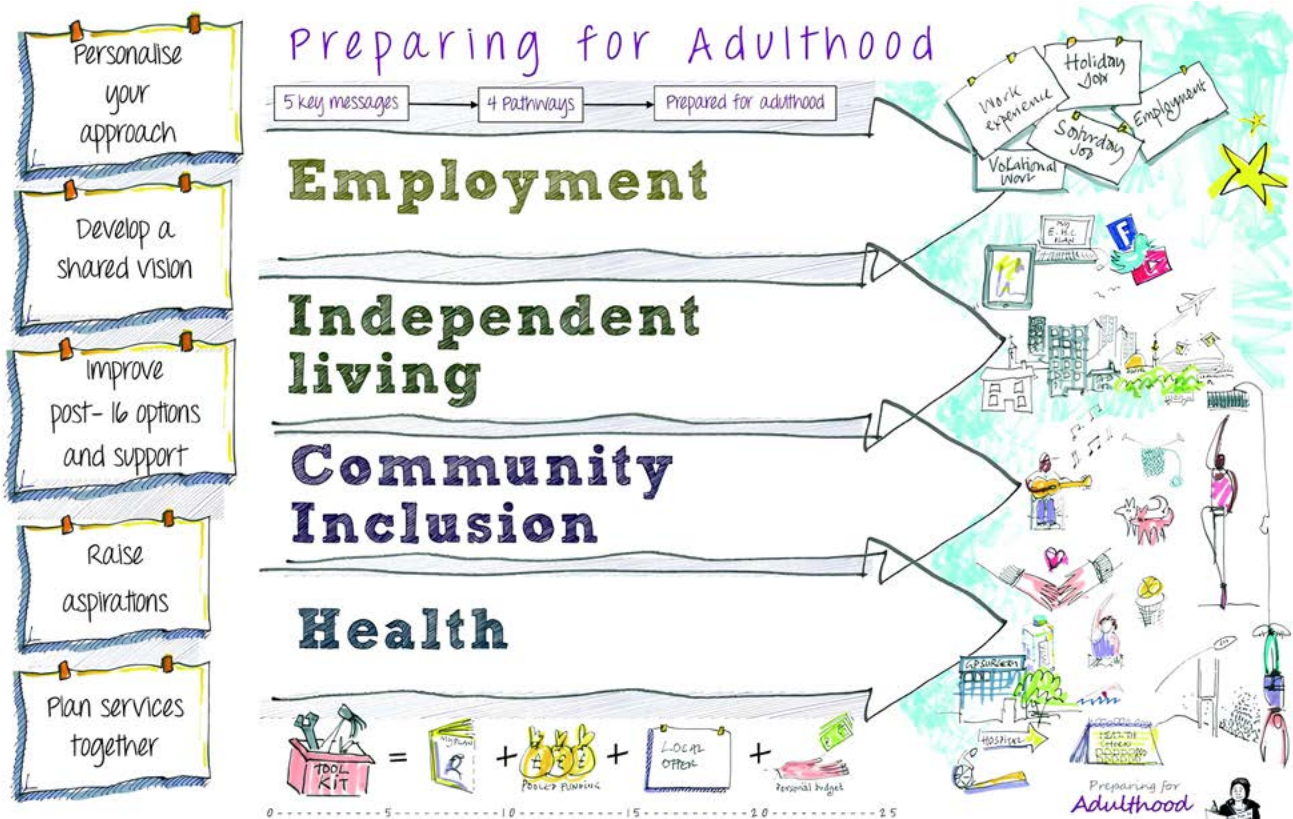
We provide several destinations-led courses that are all framed around the four preparing for adulthood pathways:

- independent living
- community participation, friendships and relationships
- good health and wellbeing
- employability.

Our courses are designed to reflect each learner's future goals. This means that both the content and number of sessions are planned to give learners the knowledge and skills they need for their intended next steps after college.

For example, if a learner's goal is to find a job after college, their course will include more sessions focused on employability than those of learners with different aspirations.

This pack gives an overview of our **Explore Employment** course.



Preparing for Adulthood pathways from the Delivering Better Outcomes (DBOT) team



# Quality of life

**Quality of life is embedded across all our college courses. Learners are supported to develop their skills and knowledge in areas that are meaningful and relevant to them as individuals to improve their quality of life.**

## The Ambitious Approach

The Ambitious Approach is a values-driven, learner-centred philosophy to positively promote a learner's quality of life and outcomes.

There are three core underpinning values applied to our teaching:

- dignity
- respect
- compassion.

## The curriculum

- Curricular models vary across the portfolio of services; however, all curriculums are designed to provide the relevant knowledge and skills that will support and prepare autistic learners to their destinations beyond us.
- Dedicated teams including lecturers, therapists, behaviour and employment specialists work collaboratively to personalise the curriculum offer and to identify and deliver relevant interventions.
- Teams regularly evaluate for progress and adjust accordingly.

## Curriculum delivery

- We recruit staff with the right values who are committed to the approach of teaching and learning with dignity, respect and compassion.
- We train our staff to provide high-quality teaching through deep subject knowledge and specialist knowledge of how autistic children and young people learn.
- We ensure our learning environments support and nurture a learner's physical and psychological needs.

## Collaboration

- We value the voices of learners, parents and carers, and staff work closely with them and together to address barriers to learning to support the best possible outcomes.
- The Ambitious Approach is our commitment to a personalised, destination focussed curriculum which is delivered with dignity, respect and compassion. This supports learners to be 'future ready' with improved outcomes and quality of life.



### Wellbeing

1. Emotional wellbeing
2. Physical wellbeing
3. Personal development



### Independence

4. Independent living
5. Self determination
6. Rights
7. Employment
8. Material wellbeing



### Social participation

9. Community inclusion
10. Interpersonal relations



# Explore Employment course overview

**This course is designed to prepare learners for adulthood by developing their independence skills and exploring employment pathways that will help them in their post-college destination.**

The course will help learners develop self-help and independent living skills, as well as employability skills, to support their aspirations to be as independent as possible after college.

Young people on this course will typically have a dual destination after college, for example accessing social care provision but also employment as part of their typical week. Our aim is for learners to leave us with more independence and control over their future lives.

Learning focuses on the development of:

**Independence skills** - this includes exploring enrichment activities and developing community participation and travel skills to increase independence post college.

**Employability skills** - this includes experience in a range of industry-based internal work experiences and community projects to help young people identify their preferred vocational goals beyond college.

**Functional skills in English, maths and digital skills** - this includes developing the basic skills needed to live, learn and work in everyday contexts.

## Next steps and destinations

Following their participation in the course, we aim for the following outcomes:

- Learners will have the skills they need to take part in meaningful activities, including vocational opportunities, beyond college.
- Learners may transition to supported living or residential care environments, where they can use their new skills and be more independent in their daily lives
- Learners can use their skills to be active members of their communities.
- Learners can use their skills to become active members of the employment market.
- Learners may progress to our Prepare for Employment Course (depending on their rate of learning and progress within the three-year programme).



## Explore Employment course: Example timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9.30-10.00am	Preparation for learning	Preparation for learning	Preparation for learning	Preparation for learning	Preparation for learning
10.00-11.00am	Shopping skills (English focus)	Communication (English focus)	Communication skills	Work skills	Work experience
11.00-11.15am	Break	Break	Break	Break	Break
11.15am-12.15pm	Shopping skills (Maths focus)	Relationships (English focus)	Community skills	Work skills	Work experience
12.15-1.15pm	Lunch	Lunch	Lunch	Lunch	Lunch
1.15-2.15pm	Cooking skills (Maths focus)	Sports	Household skills	Work experience	Enrichment
2.15-3.00pm	Cleaning skills (Maths focus)	Sports	Household skills	Work experience	Enrichment
3.00-3.30pm	Reflection: My targets	Reflection: Learner voice	Reflection: About me	Reflection: Key worker meetings	Reflection: Achievements

**Functional skills maths, English and digital skills are embedded throughout the week.**



# Sessions information

## Preparation for learning

Learners will be supported to prepare for, engage and establish a routine to engage positively with their learning experiences. Educational activities will include:

- personalised strategies to support learners to get ready to learn
- understanding the plan for the day
- understanding their learning targets for the day
- identifying and preparing their required resources for learning
- establishing and embedding motivational strategies for learning.

### Quality of Life indicators

- Wellbeing – emotional wellbeing, personal development.

## Shopping skills

Being able to shop for the things we need is an important life skill. In shopping skills sessions learning will include:

- creating a shopping list against a simple budget
- getting ready to go shopping
- using technology to plan their route to the store
- community travel and community participation skills
- locating items in the shop
- following a shopping list
- counting and checking items
- paying at the checkout or using automated check outs
- using money and cards.

### Quality of Life indicator

- Independence – Independent Living.

## Cooking skills

Developing vital cooking skills equips learners for life beyond college. In cooking skills sessions learning will include:

- personal hygiene and health and safety in the kitchen
- using a range of kitchen equipment and appliances safely and correctly
- preparing basic meals and drinks
- following recipes
- storing and disposing of food safely and correctly
- understanding healthy and unhealthy food choices.

### Quality of Life indicator

- Independence – Independent Living.

## Cleaning skills

Being able to manage our own homes safely is an important skill. In cleaning skills sessions learning will include:

- keeping the kitchen clean and tidy
- washing up and loading unloading a dishwasher correctly
- using cleaning tools and products safely
- cleaning surfaces and floors
- cleaning kitchen appliances safely and correctly.

### Quality of Life indicator

- Independence – Independent Living.



## Communication

Language and communication allows us to interact with the world around us in a meaningful way. Communication sessions will develop learners' expressive and receptive communication skills so they can get the most they can out of their interactions. Learning will include:

- expressing likes and dislikes
- understanding and expressing feelings and emotions and identifying and implementing strategies to support regulation
- using non-verbal communication skills appropriately
- following more complex instructions
- understanding and responding to more complex questions
- engaging in and initiating social interactions with peers and groups
- taking turns in tasks and activities
- taking turns in conversations
- using Augmentative and Alternative Communication tools (AAC) where appropriate.

### Quality of Life indicators

- Wellbeing – Emotional Wellbeing.
- Independence – Self-determination, Rights.
- Social Participation – Interpersonal Relations.

## Relationships

This session develops learners' understanding and skills to enable them to self-advocate and understand how to develop healthy relationships to enrich to their own lives.

Learning includes:

- **communication and consent**, for example expressing 'yes' and 'no', understanding appropriate touch and when to ask for help
- **personal safety and relationships**, for example understanding types of relationships, sexual development, and how to report concerns
- **belonging and communities**, such as identifying different communities, exploring faiths, cultures, and celebrating differences
- **citizenship and rights**, for example, learning about rights, responsibilities, British values, and the basics of voting and democracy.

### Quality of Life indicators

- Wellbeing – Personal Development.
- Independence – Self-determination, Rights.
- Social Participation – Interpersonal Relations.

## Community sports

In sports sessions learners are supported to engage and interact with a variety of physical activities to help physical wellbeing. Learning will include:

- identifying and wearing appropriate clothing for sports activities
- understanding the importance of warm up and cool down activities
- developing the skills required to take part in a variety of sports or exercise activities
- learning how to use equipment safely and correctly
- improving fitness, balance, strength, and motor skills
- identifying the benefits of physical activity on our bodies and overall health
- identifying preferred activities and where they can access these after college
- taking part in group activities
- following instructions and responding appropriately.

### Quality of Life indicator

- Wellbeing – Physical Wellbeing.

## Community skills

In these session learners access the community, developing their ability to engage and interact with the wider world with a greater level of independence. Key learning goals include:

Key learning goals include:

- learning what to bring on a trip out
- understanding a range of safety and information signs
- using a range of road crossings safely
- using different modes of public transport safely
- using technology to plan journeys
- making transactional exchanges, such as buying a ticket
- managing tickets, ID cards, and payment methods
- communicating safely with unfamiliar people in the community
- using a mobile phone
- accessing a range of community facilities and services and developing the skills to do this more independently, for example, ordering a drink in a cafe
- identifying and participating in preferred leisure activities.

### Quality of Life indicator

- Social Participation – Community Inclusion.



## Household skills

Using our purposefully designed flat, the aim of these sessions is for learners to develop ability and independence in basic household tasks. Learning will include:

- using cleaning tools and products safely
- cleaning surfaces and floors
- washing, drying and ironing clothes
- making and changing beds
- emptying bins and recycling
- using appliances correctly and safely
- maintaining appliances
- basic household repairs, for example, changing a light bulb
- home safety and managing emergencies.

### Quality of Life indicator

- Independence – Independent Living.



## Work skills and work experience

These sessions give learners an opportunity to develop their understanding of the world of work. They will learn about different types of jobs and the skills needed for them.

Learners will develop both the technical and interpersonal skills needed to be successful in any workplace. Work skills sessions can be classroom based but are complimented by a range of work experience opportunities. These internal and external opportunities cover a range of industries such as retail, painting and decorating, print design and print making, hospitality and catering, office administration, maintenance and cleaning, conservation, deliveries and warehouse services.



Learning will include:

- role specific skills, for example using a photocopier for an administrative role
- working safely
- working with others
- communicating with familiar and unfamiliar people
- following instructions
- problem solving
- adaptability
- time management skills
- organisation skills
- developing a positive work ethic
- travelling safely in the community.

### Quality of Life indicators

- Independence – Employment, Material Wellbeing.



## Enrichment

Enrichment provides learners with opportunities to explore a range of activities that they may not have had access to before. These activities have the potential to broaden engagement, discover new talents, and increase overall quality of life.

Activities can relate to physical and mental wellbeing, the arts, or simply exploring an area of interest. A range of new experiences will be offered, and learners will choose the activities they wish to engage with on a weekly basis with no pressure to undertake a complete course in one area. Learners also can mix, and form friendships with other learners with similar interests who may not be in their own class.



Potential enrichment activities include:

- drama
- music (for example, drumming and percussions workshops)
- singing
- dance (for example, Bollywood or street dance)
- circus skills
- sports
- yoga
- art
- DJ skills
- magic skills
- interest groups, for example LGBTQ+
- animal and bird experiences
- gaming.

### Quality of Life indicator

- Independence – Self-determination.

## Reflection

Reflection sessions at the end of each day give learners opportunities to:

- identify aspirations and long-term goals
- understand and collaborate on their learning goals
- understand what and why they are learning and how it will help them in life beyond college
- understand the progress they are making towards their learning goals
- identify any extra support they might need to succeed
- share how they learn best and like to be supported in their learning

- recognise and celebrate their achievements
- give feedback on their college experience to help the college work towards continuous improvement
- receive pastoral support to foster learners' emotional, social and mental wellbeing.

### Quality of Life indicators

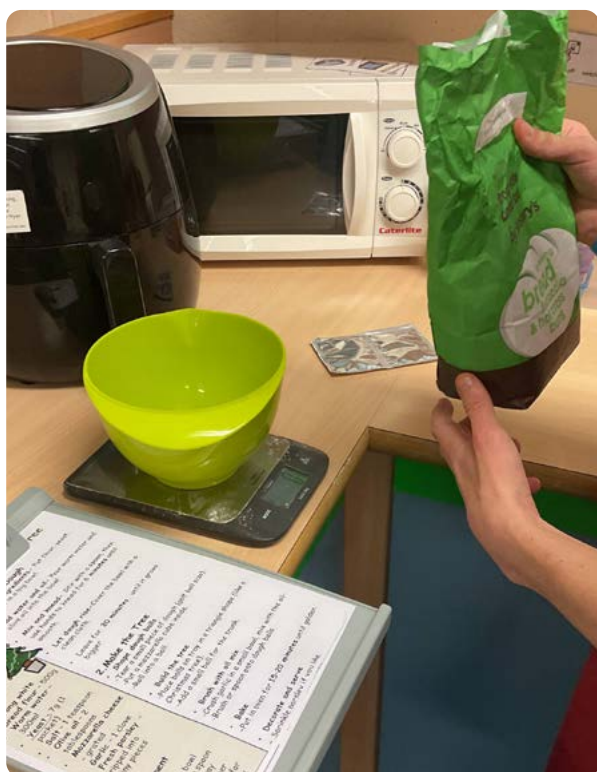
- Wellbeing – Emotional Wellbeing.
- Independence – Self-determination.



## English, maths and digital functional skills

English, maths and digital skills development give learners the basic skills needed to live, learn and work. Skills are embedded across the curriculum and learning takes place in everyday contexts.

Where relevant, learners can work towards achieving Gateway English and maths awards, which are portfolio based. As learners progress, there are opportunities to gain Functional Skills qualifications ranging from Entry 3 to Level 2, where this will support their identified career choice.



Learners will work towards developing the following skills:

- listen, understand and respond to verbal communication
- acquire an understanding of everyday words and apply to different contexts
- read simple texts needed in everyday life and work
- develop confidence to read more widely
- write simple e-mails, text and documents
- use money and understand prices
- create and work to a budget
- use addition, subtraction and multiplication
- understand information presented in timetables
- weighing and measuring
- recognise features on computers and mobile devices
- find information using the internet
- present and communicate information using Microsoft programmes
- receive and open voice mail, text and e-mail
- use online shopping
- understand online safety.

### Quality of Life indicators

- Wellbeing – Personal Development.
- Independence – Independent Living.

# Therapy offer at St. John's College

**Ambitious about Autism has a two-tier model for therapy delivery, through either a universal or enhanced offer across speech and language, occupational therapists and staff trained in positive behaviour support.**

## Universal offer

Therapists are involved with individual young people and classes, but this is primarily indirectly. For example, therapists work closely with the team around the young person but the direct work is carried out by the class lecturer or support staff on a consistent, daily basis.

Through our universal offer:

- Therapists will train, upskill, support and model the identified whole-college strategies and interventions for their relevant discipline. These have been agreed on the basis there is a strong evidence base for impact.
- Therapists will review individuals and class progress on an ongoing basis, alongside the class team and other specialists involved.
- Therapists will advise and support the class teams on adjustments required to the college environment and teaching styles.
- Therapists will provide advice to families and support relevant reporting on progress.

## Enhanced offer

At the enhanced level, therapists will often make individual assessments to inform individualised programmes, however, they may also still work indirectly with young people.

Through our enhanced offer:

- Therapists may assess through highly specialist consultation and formulation that there is a need for a personalised programme with direct, therapist-led interventions.
- Personalised programmes will include the identified whole-college strategies and interventions for their relevant discipline agreed on the basis there is a strong evidence base for impact.
- Therapists will provide individualised assessment of specialist resources and support the class teams on adjustments required to the college environment and teaching styles.
- Therapists will provide advice to families and support relevant reporting on progress.



	Universal provision	Enhanced provision
<b>Purpose</b>	<ul style="list-style-type: none"> <li>• Support access to and engagement in the teacher-led curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver targeted therapy that complements but is distinct from the teacher-led curriculum.</li> </ul>
<b>Key features</b>	<ul style="list-style-type: none"> <li>• Embedding occupational therapy and speech and language therapy expertise into teacher-led processes.</li> <li>• Joint problem-solving access and engagement issues.</li> <li>• Co-creating an enabling environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Therapist-led intervention.</li> <li>• Goals based on therapist assessment and clinical decision-making.</li> <li>• Therapy integrated where possible into curriculum.</li> </ul>
<b>Mode of delivery</b>	<ul style="list-style-type: none"> <li>• Primarily consultation-based.</li> <li>• May include therapist observation or assessment to inform advice.</li> <li>• No separate therapy goals or therapist-led sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires therapist-led observation and assessment for therapist led goal setting and programme planning.</li> <li>• Programme may be delivered by a therapist or another professional.</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Teacher-led.</li> <li>• Therapists act in a consultative and supportive role.</li> </ul>	<ul style="list-style-type: none"> <li>• Therapist-led.</li> <li>• Goals set and reviewed by the therapist.</li> </ul>
<b>Intended impact</b>	<ul style="list-style-type: none"> <li>• Progress and engagement in the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress against therapist-led/ therapy-specific goals.</li> </ul>



# Admissions

**If you are interested in a placement at St. John's College, please contact our admissions team. They will be able to talk through any questions you may have, organise informal visits and advise you on the admissions process.**

We meet the needs of learners across London and the southeast as well as many other UK local authorities.

Before being offered a place at St. John's College, all learners will have an assessment. This will involve key members of staff looking carefully at reports and available documentation, the young person spending one day at St. John's College and sometimes our staff visiting them at home or in their current placement.

St. John's College will only consider making an offer of placement once an assessment has been completed. If you are seeking a privately funded place, we are happy to talk you through this process.





# St. John's College

## We are Ambitious about Autism

Ambitious about Autism is the national charity standing with autistic children and young people.

We believe every autistic child and young person has the right to be themselves and realise their ambitions.

We started as one school and have become a movement for change. We champion rights, campaign for change and create opportunities.

### Contact us

St. John's College  
Walpole Road, Brighton BN2 0AF

☎ 01273 244 000

✉ [admissions@st-johns.co.uk](mailto:admissions@st-johns.co.uk)

🌐 [st-johns.co.uk](http://st-johns.co.uk)

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Ambitious about Autism is a registered charity in England and Wales: 1063184 and a registered company: 03375255.

Ambitious about Autism Schools Trust is an exempt charity in England and Wales and a registered company: 08335297.

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### How to find us

#### Public transport

St. John's College is a short 10 min drive from Brighton Railway Station. The 37 City Buzz bus runs direct to our site.

#### Travelling by car

Please input the postcode BN2 0AF into your GPS for navigation to St. John's College. Parking is available on request.

