



**St. John's
College**



Prepare for 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.

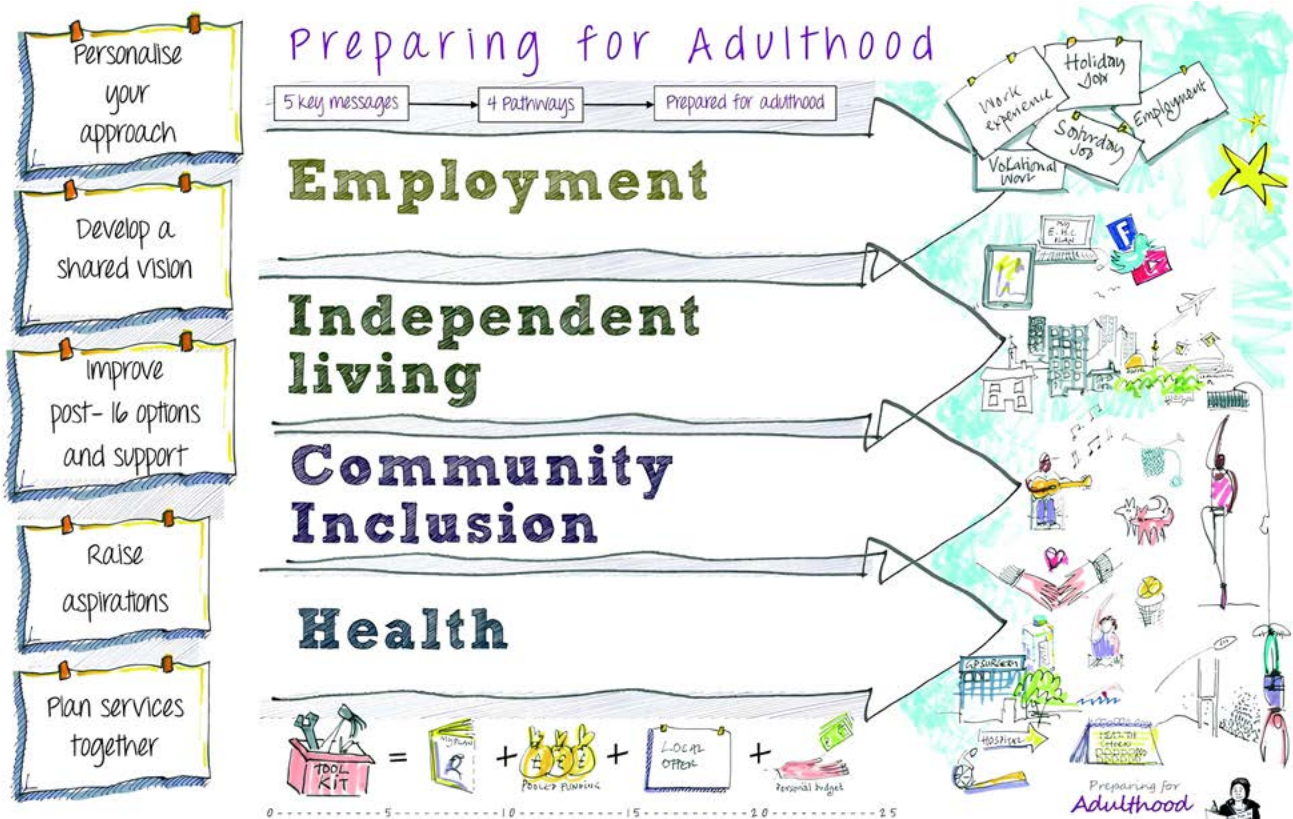
We provide several destinations-led courses that are all framed around the four preparing for adulthood pathways:

- 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 **Prepare for 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



Prepare for Employment course overview

This course equips learners with the skills, experience and qualifications required to enter employment or further study in the vocational area of their choice.

Job Coaches will assist with finding and supporting work placements relevant to the learners chosen vocational area. Employment will be the primary destination for learners on this course although focus is also given to the continuous development of the vital independent living skills needed for life after college.

Learning focuses on:

- communication and social skills
- technical work skills through external work placements
- independent travel skills
- qualifications needed to attain the desired role, including functional skills, English and maths where required
- executive functioning and independent skills.

Next steps and destinations

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

- Learners will have the skills they need to gain employment, move to supported internships or apprenticeships, or pursue further vocational study beyond college.
- Learners may transition to supported living 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 may progress to our Integrated Studies course or supported internship programme (depending on their rate of learning and progress within the three-year programme).

Prepare for 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 (Maths focus)	Community skills	Employability (English focus)	Employability (English focus)	Relationships and Sex Education (RSE)
11.00-11.15am	Break	Break	Break	Break	Break
11.15am-12.15pm	Cooking skills (Maths focus)	Community skills	Employability (English focus)	Employability	Sports
12.15-1.15pm	Lunch	Lunch	Lunch	Lunch	Lunch
1.15-2.15pm	Household skills (Maths focus)	Community skills	Employability	Employability	Enrichment
2.15-3.00pm	Household skills	Community skills	Employability	Employability	Enrichment
3.00-3.30pm Check out	Reflection: My targets	Reflection: Learner voice	Reflection: About me	Reflection: Key worker meetings	Reflection: Achievements



Sessions information

Preparation for learning

Learners will be supported to prepare for, engage and establish a routine to engage positively with their learning experiences. 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 for all of us. In shopping skills sessions learning will include:

- creating a shopping list to meet the budget
- using technology to plan their route to the store
- community travel and community access skills
- locating items in the shop, including alternatives for any unavailable items
- following a shopping list
- understanding pricing and discounts
- paying at the checkout or using automated check outs
- using money and cards and checking change.

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.



Household skills

Using our purposefully designed flat, the aim of these sessions is for learners to develop ability and independence in household maintenance, so that they have more autonomy and control over their future lives.

In household skills sessions, learning will include:

- understanding required household chores and routines to maintain a home
- 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 lightbulb
- home safety and managing emergencies
- arranging household repairs with tradespeople
- managing household bills
- being a considerate neighbour.

Quality of Life indicator

- Independence – Independent Living.



Community skills

The aim of this session is for learners to become independent travellers. They will practice taking different forms of public transport, learn how to plan simple and multistage journeys and how to keep themselves safe or seek help whilst travelling. They will access a range of facilities to develop their community interests. Support will gradually be reduced as skills and levels of confidence increases.

Key learning goals are:

- using technology to plan journeys
- handling tickets, ID cards, and payments for transport and services
- understanding safety and information signs
- using road crossings safely
- using different modes of public transport safely
- demonstrating appropriate social behaviours and transactional communication in community settings
- adapting travel plans and manage unexpected situations confidently
- using mobile phones effectively for communication and safety during travel
- accessing and engaging with social, leisure, and community facilities independently.

Quality of Life indicators

- Social Participation – Community Inclusion.



Employability

Employment is the primary destination for learners on this course so 40% of the week is focused on employability skills and hands-on work experience.

Personalised learning plans will enable the development of skills and knowledge needed to gain employment in their preferred vocational areas.

Employability sessions will comprise a mix of classroom based learning and practical work experience. Classroom sessions will focus on developing the soft skills needed to be successful in the workplace and to work towards any available qualification* that will enable the learner to gain future employment.

Practical work experience will enable learners to embed those skills in real life contexts and to learn role specific skills they will need in the future.



Learning will include:

- developing key employability skills including teamwork, communication, problem-solving, and personal organisation
- gaining hands-on career experience and industry insight to identify strengths and interests
- learning workplace behaviour, safety, work ethic, and communication expectations
- building job readiness through job searching, completing applications and CVs, and interview skills
- attaining required vocational qualifications needed for the chosen vocational pathway, for example Food Safety Awareness for catering roles
- understanding employee rights, responsibilities, and how to secure and maintain a job
- independent travel skills.

Quality of Life indicators

- Independence – Employment, Material Wellbeing.

*St. John's College will only be able to offer vocational qualifications offered by our registered accrediting bodies. Higher level technical qualifications may need to be accessed via an alternative provider.



Relationships and Sex Education (RSE)

Personal development extends beyond learners' academic, vocational or technical achievements. To support our learners to keep themselves safe, self-advocate, develop a sense of belonging, and understand the world around them learners follow a Relationships and Sex Education programme.



This session focuses on the following areas and skills:

Emotional and social awareness

Learners build self-awareness, self-regulation, and mental wellbeing to support resilience in the workplace.

Healthy relationships

Learners develop awareness of different relationship types, consent to navigate personal and professional interactions safely.

Digital safety and responsibility

Learners gain knowledge about safe online communication, including the use of social media.

Belonging and communities

Learner identify different communities, understand the Prevent strategy, explore faiths, cultures, and celebrate differences.

Citizenship and rights

Learners learn 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

Physical and mental wellbeing is important for us all to sustain a healthy lifestyle. In sports sessions learners engage and interact with a variety of physical activities to support ongoing physical wellbeing and identify a wider range of preferred activities, that can continue to sustain their wellbeing beyond college.

In sports sessions learning will include:

- participating in warm up and cool down activities
- participating in a variety of sports and exercise activities
- using equipment safely and correctly
- improving fitness, balance, strength, and motor skills
- identifying preferred activities
- taking part in group activities
- following instructions and responding appropriately.

Quality of Life indicator

- Wellbeing – Physical 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

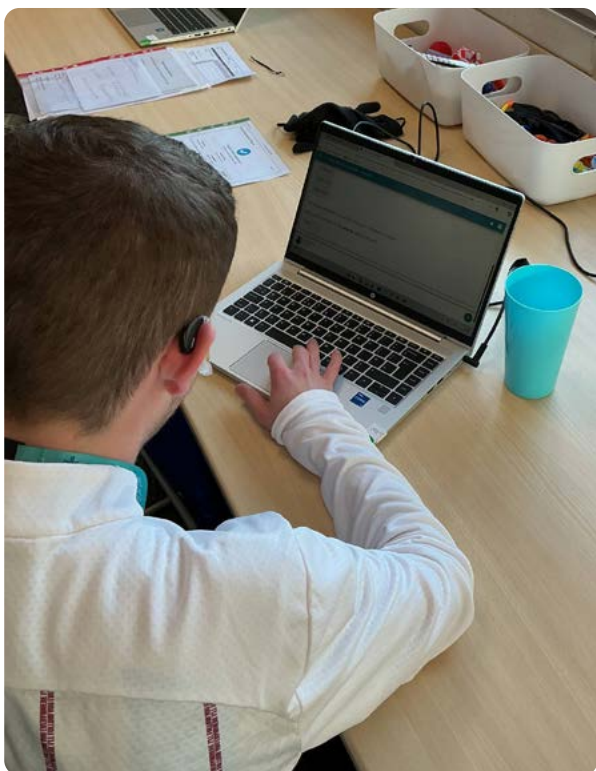
- Wellbeing – Emotional Wellbeing.
- Independence – Self-determination.



English, maths and digital functional skills

These skills are embedded in every session across the curriculum through functional tasks. Learners will work towards stepping stone qualifications including Gateway Awards in English and maths.

Where learners are assessed as being able to access functional skills qualifications, and where these qualifications will support them in progressing toward their identified vocation, they will have the opportunity to achieve qualifications in maths, English, or digital skills from Entry Level 3 to Level 2. In these cases, learners will receive discrete sessions in maths, English, or digital skills, amounting to approximately 100 hours per year.



The Prepare for Employment course focuses on the following English skills:

- taking part in discussions
- applying language to suit audience and purpose
- reading a range of text confidently and fluently to navigate daily life and work
- writing texts with accurate, spelling, punctuation and grammar.

In maths, learning focuses on:

- solving real-life mathematical problems
- working with whole numbers, decimals, fractions, and percentages
- calculating and working to a budget
- estimating and checking calculations
- using ratios and proportions.

The Prepare for Employment course develops learners' IT skills so they can use specific programmes and apps that will help them to access employment, further study and independent living. These sessions will develop learners' skills in:

- communicating and sharing using email
- using digital tools to create and edit
- buying securely and using price comparison websites
- being responsible and safe online
- digital wellbeing.

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



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

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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.

