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Quotes from those involved

Tutoring at Hammersmith Academy has been very exciting - it’s always good fun, and for a good cause. Every student is enthusiastic and clearly wants to do well, and the staff are always lovely and supportive.

CHRISTOPHE JEFFERIES - LEAD TUTOR

All the tutors were brilliant - well organised, enthusiastic, knowledgeable about their subjects and genuinely interested in and committed to the project.

MIRIAM KEITH, MORPETH SCHOOL
What is the Pimlico Connection?

The Pimlico Connection is a voluntary tutoring scheme where undergraduate and postgraduate students attend a local state primary or secondary school on Wednesday afternoons to engage in tutoring and mentoring in Science, Technology, Engineering and Maths (STEM) subjects.

Pimlico Connection is in fact the first tutoring scheme of its kind in the UK, and was unique in that it focused on tutors being positive science and engineering based role models. The Pimlico Connection was established in 1975/76 by Professor Sinclair Goodlad. An initial group of 12 Electrical Engineering students were placed in Pimlico comprehensive schools for one afternoon per week for 15 weeks to assist with science lessons.

The students carried out an evaluation of the scheme and the scheme was subsequently embedded within the College which led to the evolution of a larger and more complex tutoring scheme.

The overall aim of the Pimlico Connection is to increase pupils’ knowledge and interest in STEM subjects, and to assist teachers in making these classes more entertaining and interactive. By doing so, our second aim is that more pupils will aspire to progress to higher education. This reflects the emphasis that Imperial College London places on widening participation and increasing access for pupils who have little or no support or encouragement to attend higher or further education.

The Pimlico Connection is now run in partnership with the Outreach team and the Students’ Union. The Outreach team aims is to raise aspirations and increase attainment, whilst one of the Students’ Union’s aims is to work with students on volunteering schemes to get them a greater range of transferrable skills, and take part in an enjoyable activity.

Next year, we want to recruit even more tutors, and want to give them a better experience by taking into account all of the feedback that we have gained. A suggestion made by several teachers and tutors, was that an induction day, on day one, could be beneficial. Also sending a mini-CV to the schools so they can better utilise the tutors.
What do tutors gain?

Being a Pimlico Connections tutor is hugely rewarding. You are helping students in the community achieve their full potential. Also as part of the scheme we will look to develop you too. You will receive full training before you attend your school. This will include: communication skills, English school system, child safeguarding and more. Many of our tutors said they felt that their communication skills improved!

You will have access to additional training which is organised on a needs basis, this includes English support and public speaking.

Imperial Plus is the Union’s volunteer recognition and development scheme. All Pimlico Connection Tutors are enrolled in this giving you access to log all of your volunteering hours and gain hour certificates. It also gives you access to 6 skill workshops based on skills graduate employers are looking for.

You will also receive a reference if needed.

Lastly, it is a fantastic opportunity to learn new things, make new friends and have fun whilst doing good!

What do schools gain?

With Imperial’s average entry grade of AAB, schools get access to a set of bright, enthusiastic STEM-focused role models who are willing to volunteer every Wednesday afternoon for 17 weeks. All of the tutors are subject to an enhanced Disclosure and Barring Services (DBS) check.

Each school is assigned a Lead Tutor who is the one point of contact between the tutor group and the school. You will also have the support of staff in the Outreach team and the SU.
The first tuition session is an induction period where you will meet with the tutors and plan their workload with them, based on their areas of expertise. Ahead of this meeting, you will be sent a mini-CV for each tutor which will make you aware of what topics they are most comfortable tutoring in.

We run a second recruitment round for tutors in January, and you will get the option of requesting more tutors. The final tuition session for the academic year 2017/18 will be during the week commencing 18th March.
We had a hugely successful year with over 80 volunteers being trained to become Pimlico Connection tutors. The tutors were placed in 19 local state primary and secondary local state schools, and 6th form colleges. The tutors helped support pupils to achieve and believe in themselves. All of the tutors saw their pupils grow in confidence, and over 97% of the tutors saw an improvement in their pupils’ studies.

However, the tutors also benefitted greatly. Over 90% felt they had gained new skills from volunteering including communication, problem solving, public speaking, conveying tricky ideas to different thinkers and many more. All of the teachers who responded to our evaluation said that the tutoring was beneficial to their students, with over 71% saying that it was very beneficial. Each of the pupils who responded said that they would recommend the scheme to a friend.

In particular, the teachers said that the tutors helped their pupils in the following areas (rounded to nearest whole number).

- Improving subject knowledge (77%)
- Increasing interest in the subject (8%)
- Help with explaining further education (8%)
- All of the above (8%)

In one school, tutors engaged with a total 120 students over the course of the 17 week scheme. Some tuition sessions were organised as an informal drop-in after school session which saw a fluctuation in numbers, whilst other tuition sessions were structured with teachers assigning a set group of pupils to the sessions. On average, most tutors worked with somewhere between 1 and 10 students per session.
What the tutors said

We had amazing feedback from our tutors where we asked them various questions about what the school they were tutoring at was like, what they enjoyed and what they gained from tutoring. The response was overwhelmingly positive. This is what they had to say.

What was the school like?

The staff that helped us was really friendly, helpful and the kids were quite as expected (friendly, but shy, some with willingness to learn more, some that were really careless... the case of every school).

**Roxana**

Staff were helpful and engaged, students generally wanted to do well and were willing to listen to explanations/advice.

**Christophe**

The school staff and teachers were quite friendly and seemed pleased to have me there.

**Yang**

What did you enjoy most about tutoring?

Guiding excited students full of energy into better understanding of maths and science.

**Ronan**

I enjoyed helping the students to understand new concepts and seeing the realisation when they understood something.

**William**

The process of explaining ideas and helping others build understanding is good fun, especially if it’s really benefiting someone.

**Christophe**

When at the beginning the students came in saying “I have absolutely no idea about this topic” and in the end they left with “oh my god I understand everything now!” – **Dora**
What the tutors said

Inspiring the students and getting them interested in science. It was great how they realised it wasn’t just something they learnt in a classroom, it applied to everywhere in their lives.

Georgia

Interacting with the students (the feeling you get when you see the students’ faces brighten up when they see you is really irreplaceable)

Carol

What skills have you gained?

Confidence in myself to teach, thinking on the spot, identifying issues a student may have with understanding.

William

Preparing and planning for lessons, explaining concepts from different angles. – Elman

Better understanding of how different people think (mathematically), and how to convey tricky ideas to different thinkers

Christophe

I became more confident in teaching and interacting with younger students

Hazirah

Communication skills, organisation (planning lessons) and leadership skills. Also has really increased my confidence - was never a fan or public speaking but now am much more comfortable with it.

Georgia

Improved verbal communication and social skills (to be able to speak and relate to students with a different background to me). I also feel like I have improved my "off-the-cuff" thinking so I can respond quickly and hopefully give a valid response. Kathryn

Communication, problem solving, team working.

Elina
What the tutors said

What did you enjoy about being a lead tutor?

As part of the programme each school will have a lead tutor. This is a tutor who has been given additional responsibilities. These include being the main contact for the teachers, the College staff and the other tutors to get in touch with. They help improve the programme by giving feedback and they help solve any issues that may arise. Here is what they enjoyed about being a lead tutor.

Working with my team to plan lessons which would really interest the students to both challenge them and make them think. It was great to see the engaged and asking questions.

**Georgia**

Organizing my group of tutors going to the school altogether from a particular station and have a chat during the journey to the school.

**Christos**

Helping both tutors and tutees do the best they can, and organising the whole process.

**Christophe**

I enjoyed the opportunity to challenge myself and meet more people.

**Qianqian**
Statistics from the tutors

Did you see an improvement in the pupils you were tutoring in their studies?
Over 97%

Did you see the school pupil(s) you were tutoring grow in confidence?
100% seen their pupils grow in confidence

Do you feel like you have gained new skills from volunteering?
Over 90%

Would you recommend the scheme to a friend?
100%

Tutors’ Suggestions for 2017/18

- More information on classroom management during training
- Induction day on first day at school
Christos Klerides is 2nd year Mathematics student from Cyprus. Here are a few comments he had about the scheme.

**What school were you at and what was it like?**
I was a lead tutor at Lambeth Academy. The teachers were organised, giving past paper questions beforehand so that they will have time to ask the tutors questions during the sessions.

**What did you enjoy about tutoring?**
The students at my IGCSE group asked a lot of questions and they appreciate the explanations that I was giving to them and at the end of each session they always thanked me. I enjoyed seeing my pupils improve and grow in confidence.

**You were a lead tutor, what did you enjoy most about that, and would you be a lead tutor again?**
Organizing my group of tutors going to the school altogether from a particular station and have a chat during the journey to the school. I would be a lead tutor again.

**What skills have you gained from being part of the scheme?**
Explaining things to students improved my communication and increased my confidence.

**How did you find the staff support for the scheme?**
Yes, they were always helpful and kind in responding to any questions someone had.

**Lastly, would you recommend being a Pimlico Connection Tutor to your friends?**
Yes!
Tutoring experiences

The Pimlico Tutors were at numerous different schools all with their own unique style and pupils. We asked them to tell us what they thought about the school and what an average day tutoring was like.

Primary Schools

Islamia Primary School

Georgia Green - Lead Tutor of Islamia Primary School

We ran a STEM challenge for year 5 Islamia Pupils exploring different areas of science, maths and engineering. Every week we would select a theme; these included states of matter, plants and flight. For each of these we would design and either demonstrate the experiments or supervise the students conducting them. These included making lava lamps and seeing how different paper plane designs affect how far it flies. An engineering themed lesson let the students build working wind turbines, and discussing the importance of renewable energy. The final lesson on the theme of chemical reactions was for 25 children. As the lessons went on the students became much more engaged and asked some brilliant questions. I hope the students enjoyed it! A huge thank you to the school and my amazing fellow tutors for all the work they put into the lessons.

Marlborough Primary School

William Hey - Lead Tutor of Marlborough Primary School

Each Wednesday, three students from Imperial College made a ten minute walk to Marlborough Primary School in Chelsea to teach maths. Each week we spent an hour and a half at the school, splitting our time equally between a group of Year 6 students and a group of Year 5 students. The group sizes were small, between 5 and 10. The students who made up the groups had been chosen by their class teachers because of their enthusiasm and excellence in Maths - for example they might not have been finding their maths classes challenging enough.


Tutoring experiences

During the first session we were introduced to the students and then the deputy-head teacher helped the pupils to ask us questions about what we did at Imperial and to talk about what they wanted to learn. We were free to decide what to teach and this allowed us to develop the subject being taught over the course of our time at the school. During our time teaching we were able to help the pupils reinforce their understanding of fractions and also extend their knowledge of algebra beyond what they had previously been taught. As a result of the small group size and seeing the same students each week, we were able to create a friendly atmosphere in which they could learn to enjoy maths.

By volunteering for the Pimlico Connection, one of the most important skills that we all developed was listening. To teach something important to children that may seem easy to us requires a great deal of understanding. Listening to what our pupils had to say was key to understanding what they might be struggling with, and this enabled us to teach in a more effective way. We also learned how to simplify concepts that we wanted to teach; this required thinking differently about topics that we know well and finding an exciting way to teach them to our students.
Tutoring experiences

Secondary Schools

The Grey Coat Hospital

Beng Tan, Hui Wen Yeap (Michelle), Jeff Clark (lead tutor), Paridhi Poddar & Yousuf Al-Riyami

Pimlico Connection has been the ideal platform for my personal growth. Although it was a short two months tutoring A Level Biology at the school, I had gained experiences such as interpersonal skill which boosted my confidence level. It was also an eye opener to be able to engage with likeminded peers. I had a great time sharing my knowledge with my tutee. Being able to help her academically is indeed my greatest pleasure. I would love to be part of this scheme again.

I have been teaching my student, Norhan, AS chemistry every week for 5 weeks. Throughout these sessions we have been going through topics she found difficult, and I tried my best to explain the topics to her. Norhan regularly asked questions during the sessions, which was encouraging because it was a sign that she had been following me while explaining. I also made sure that I asked her questions to push her, and clarify any possibly misconceptions. Overall, the tutoring experience was a good one, and I enjoyed taking part in it.

I liked how the school staff were friendly and helpful, and that my tutee always let me know in advance the topics she wanted to cover or whenever she couldn’t make it. As time progressed I could see she began to question what she was learning and make connections between different topics, things I had been trying to instil in her since the first session. At the end of the day, it was a truly rewarding experience and I’m glad that I managed to make a difference for my tutee. I definitely recommend anyone interested to give it a try

Being a voluntary A Level Chemistry tutor has been an amazing and challenging journey that now leaves me with further development of skills and immense satisfaction. We started with me unsure about my abilities to explain specific topics clearly and simply, and with my tutee not confident due to poor performance and a predicted grade of D. However endurance, support and inspiration from others and believing in each other kept us going. My tutee now has a predicted grade of B. I have better understanding of my own skills with higher self-confidence, it was a great journey.
Tutoring experiences

For all of us Pimlico Connection was the first time that we’d tutored. At our school we were tutoring year 12 (lower sixth) students one-to-one which gave a great opportunity to build a connection with the students and track progress during the scheme. It was fantastic to see how quickly we were able to have a positive influence on the students: the student I worked with boosted her maths mock results from 72% to 92% in about five sessions of tutoring and more recently scored 95%! More than boosting marks it was a pleasure to help students overcome their fears of certain topics; gaining new found confidence and creating new-found interest.

Hammersmith Academy

Christophe Jefferies - Lead Tutor of Hammersmith Academy

Tutoring at Hammersmith Academy has been very exciting - it’s always good fun, and for a good cause. Every student is enthusiastic and clearly wants to do well, and the staff are always lovely and supportive. Working on a personal level with students has allowed us to see each of them progress over time, both academically and in terms of confidence.

Being part of a team of tutors has led to us being good friends, and we are now able to organise ourselves to help the young students as best as possible. Jianmiao says the experience has improved her English; she says this has been one of the best experiences she has had in the UK. We would all like to join the tutoring process again, and would certainly recommend it to other university students.
My tutor team and I had a great time tutoring in Greenwich. Though the long distance we would have to travel to get there was at first off putting, it turned out to not be as bad as we thought it would be. We took time on the train to get to know each other better, to read a paper for university work or to simply rest, being satisfied with the work we have done during the session (we also tried to make a rule: one of us had to bring biscuits for us to share each week).

We got a lot of satisfaction out of the tutoring sessions. We would get to the school as their day finished and join the homework club, usually with a couple students per tutor who needed just a little bit of extra help. Sometimes each of us got assigned one child by the lead teacher, who knew each student individually and took the time to find out what we were happy and confident to teach or tutor. In others, we would just help the students that would raise their hand for help. The subjects they needed help with varied, but we mostly gave assistance with sciences and mathematics.

At the beginning, I thought everything will be a piece of cake as our students were only year 7s (10 or 11). However, I found myself in difficulty from the first session as I started explaining Kirchhoff’s laws to a 10-year-old girl who had no interest in electricity. I realised quite soon that I was going in too much detail for her, and start giving her as many examples from real life that I could and she seemed to be more enthusiastic about visualising the theory behind her homework. This made me feel extremely happy, I saw how her attitude change and how she was suddenly curious about physics.

Overall, the Pimlico tutoring experience gave our team a great deal of tutoring experience and we got a lot of satisfaction seeing how our tutees evolved in time and how they got excited about new topics. We definitely recommend!
Tutoring experiences

Lambeth Academy

Christos (lead tutor), Jieming, Wenliang & Zheng:

The volunteering tutor experience gave me an unforgettable memory for my Imperial college life. As a master student at Imperial, time is quite short for me. Through the tutor session, I had the chance to meet friends from different departments and different countries. It was enjoyable to be with these young students who are full of wishes and hope. I believe my students and I both had a good time. I hope it was as valuable an experience for them as it was for me.

I enjoyed my time at Lambeth Academy as I had the opportunity to tutor maths to students for the first time and try to explain those things that seemed hard for me as well during their age. I liked when students asked me questions and I felt a great deal of satisfaction when the teacher told me that the students’ performance had been greatly improved since the start of the year. I also really enjoyed being a lead tutor organising the other tutors as well as myself and ensuring that the tutoring sessions run smoothly.

Every week, I would help 2 students to do an exam-style question sheet and help them to go over their AS course. I really enjoy this experience of helping the students when they face troubles in doing question sheet. My tutees are hardworking and they would try to solve the questions by themselves before asking me for an answer.
Morpeth School

Dora Olah - Lead Tutor of Morpeth School

Morpeth School is a relatively large school near Bethnal Green and Stepney Green tube stations with about 1000 students and a brand new Sixth Form building. They participated in the Pimlico Connection scheme for the first time in 2016/2017.

Ms Miriam Keith, the organiser (who is responsible for the extra-curricular activities of the Sixth Form students), asked us to tutor Year 12 high-achiever students in STEM subjects (Mathematics and Chemistry in first and second term, and Biology from second term). Although the number of students attending varied quite a bit, overall there were a couple of students who consistently attended the sessions. Some of the students understood the material immediately, while others struggled a bit, but we tried to prepare the tutoring sessions in a way that those who needed extra help received personalised attention. Overall the tutoring experience at Morpeth School has been very good, and hopefully next year the Sixth Form students will attend the classes in a higher numbers.
Tutoring experiences

Pimlico Academy

Kathryn Jaitly - Deputy Lead Tutor of Pimlico Academy

There are four of us on the tutor team for Pimlico Academy. We go through KS5 mathematics exam problems with the sixth form pupils at the academy for at least an hour every Wednesday afternoon.

The workshops help the students to remember the maths material which was taught in the first term this year. These skills not only help them with one exam but they help to reinforce mathematical methods in which they will need to tackle problems in the future.

The students we have taught over the past year have always wanted to learn more and to secure their skills. They have wanted to achieve the grades to be able to go to the best universities that they can, and they have also become much more determined over the course of the year to achieve these dreams, probably as they have realised how close they are to leaving school. Some have even stayed an extra half hour with us, just to complete their exam paper.

Speaking for myself, I feel like the students have benefited from our sessions and I would love to be a tutor again next year. I feel like we have had some impact on the students’ maths skills and I hope that this is reflected in the grades they receive and that their love of maths continues.
Supplementary Schools

Community Education Forum

Qianqian Jiang - Lead Tutor for Community Education Forum

For the students, our tutor group is not only people they can ask help with their study whenever they encounter a difficulty on a Saturday afternoon, however the students followed our instructions and tips for tackling their problems, some of them were so passionate about maths that they would try to learn more about the chapters that will come later in school.

It was also an opportunity to experience a different working environment and develop our skills, including explaining, communication and interpersonal skills. There were lots of challenges throughout the tutoring, while we were happy to settle them. At the same time, all of the pupils motivated us to learn more which I could not without tutoring.
Crescent Community Centre

**Darja Berga - Lead Tutor of Crescent Community Centre**

Our group was volunteering in the Crescent Community Centre. It was a delight showing up there every Saturday to help children with their assignments and difficulties in any subject. We have tried to prepare worksheets for students in advance and it worked really well, especially when tutors were outnumbered. It was quite difficult to make plans or see progress with individual students as students varied all the time. However with the students that were constantly showing up every week, we could definitely see some improvement, education and behaviour wise.

It was a pleasure tutoring these kids and all of the tutors from our group agree that it was a very enjoyable experience. We ourselves have improved our communication skills, became more confident and learnt something about how difficult teaching is. Overall we are all glad we took part in this program.
What the Teachers Say

All of the teachers who responded to our evaluation survey (n=14) said that the tutoring was beneficial to their students, with over 71% saying it was very beneficial.

Out of 5, the teachers graded the tutors as follows:

- Role models: 4.36
- Tutors’ organisation: 4.23
- Lead Tutors’ effectiveness: 4.07

What did the tutors do in your school?

- They helped the student understand the topic and as a result our students had gained more confidence in their subject knowledge.
- Providing an incentive to study Physics in a group.
- The 1:1 attention and the tutors’ wonderful manners with children.
- Inspiring the students to achieve academically in STEM and acting as role models.
- They provided extra support for all pupils struggling to access some of the topics at Further Maths. They are all doing slightly different modules, so running a lesson that applies to all of them can be difficult.
- Inspiring the students as role models and interacting on their level.
- Additional intervention support for sixth form students that were struggling with their transition onto the A Level Chemistry Course.
- We could run a maths club preparing for the UKMT team challenge after school.

What would you suggest for next year?

- Mini-CV for each tutor to give teachers an idea of their capabilities
- First session could be an induction day, rather than tutoring day
Special Mentions from the Teachers

All of our tutors did an excellent job.
**Tim Gilchrist, Chelsea Academy**

All the tutors were brilliant - well organised, enthusiastic, knowledgeable about their subjects and genuinely interested in and committed to the project.
**Miriam Keith, Morpeth School**

I would like to thank all the tutors who participated in this project and in particular James, who was very dedicated and hardly missed any sessions. I would also like to thank Elodie who showed passion and took extra care to help individual students with their work and never left until she was sure that they understood it all. Masih was a last addition but he showed dedication, passion and care to his teaching and the children appropriated it so great thanks to him as well. Dasha and Mohammed, missed majority of sessions so we hardly saw them but when they did come they were very helpful to the students so for that we thank them for their effort.
**Samira Said, Crescent Supplementary School**

Ian and Chris were great, always happy to help and very amenable to anything the students requested support with.
**Tallulah Simmonds, London Nautical School**

The tutors came each week with a really positive and supportive attitude towards our children and worked really hard to help our students who needed extra support. We really appreciate the time and energy they committed.
**Lisa McGlasson, Oasis Academy South Bank**
What the Teachers Say

Great work by all. Especially noted Tom with the 6th form Physics students as Physics teacher noted one student did better in tests due to assistance in tutorials. Thanks to Mitchell and Yuxin with the Biology Students as one student said it really helped their understanding. Joie great help with the 10 Green students. Faris and Hon though you started late it is much appreciated all the work you have done with the various students you have worked with

Aba Ansah, Westminster City School

Yue - joined us towards the end of the programme. Very keen to support in any way she can. Lik (Samuel) - helped us a lot by running the UKMT Team challenge club; students really benefited from this.

Marilena Panagiotou, Acland Burghley School

What the Pupils Say

11 pupils responded to our evaluation survey, with the majority being from Lambeth Academy (n=8), and in year 12 (n = 8).

All of the students who responded said that they would recommend the scheme to a friend. The majority of pupils were told by their school that the tutoring sessions were compulsory (64%).

Pupils said that they attended between 4-15 sessions, and felt that the benefited in the following areas:

- General science (n=1)
- Chemistry (n = 3)
- Physics (n = 5)
- Maths (n = 1)
- Further maths (n = 1)

Pupils claimed they were helped in the following ways:

- Increase in subject knowledge (n = 7)
- Help with exam preparation (n = 3)
- Help with homework (n = 1)
What the Pupils Say

Pupils said the best bits about the tuition was:

- Small group of 1-2-1 support
- Helps a lot with revision and knowledge on topics which benefits my grade
- Allowed me to drop in when I need the help
- To fill the knowledge gaps
- I could ask them to explain a specific topic that I was having trouble with and keep asking questions until I understood. Teachers have less time for that.
- Additional support from people who have taken the route we are about to more recently.
- Help me in the subject I struggle most in
- It was an opportunity to both get the support I needed in Chemistry and to learn about university life.
Frequently Asked Questions

Who is eligible to apply?
The Pimlico Connection scheme is open to all Imperial undergraduate and postgraduate students. All state primary and secondary schools, and 6th form colleges within a 45 minute commute of South Kensington station can apply.

How much does it cost?
Nothing! Pimlico Connection refunds tutors on all of their travel expenses, and is free for all eligible schools. Tutors also receive a free DBS check.

What is the DBS and when will the check be done?
The Disclosure and Barring Services (DBS) check is an in-depth criminal record check used to assess the suitability of a candidate for specific roles identified by the law. It is usually obtained for people working with Children or Vulnerable Adults (e.g: in care or teaching roles or in schools or care homes) or for people working within the Financial or Legal sector.

What is the time commitment?
The scheme runs for 17 weeks, and tutors spend 1-2 hours in schools per week. Tutors do not normally spend time preparing materials. In rare situations where a tutor may be covering a specialist topic, they may be asked to prepare some materials. If a tutor is to prepare materials, they should be spending no more than a total of 2 hours per week between both volunteering their time in school and in preparation for school. Imperial students will not tutor during Imperial’s Christmas holidays, or during school’s midterm breaks. This means that there will be no tuition for the following weeks which commence on:

- 18th December 2017
- 1st January 2018
- 12th February 2018

The last week of tuition will be w/c 19th March 2018.

What day do the sessions run on?
Tuition normally takes place on a Wednesday afternoon as this is when undergraduate students have no lectures. We do however take a small number of requests outside of this window, so are sometimes able to place tutors on different days of the week, or even at the weekend.
What is the first session like?
The first session in school is an induction session. This will involve each tutor group meeting their contact at school, and speaking about what subjects they would like to tutor in. Also covered in the induction session is a cancellation policy for both tutors and schools to adhere to. There have been many mentions of both sides not giving enough notice when a session is unable to go ahead.

What support is available?
As part of the scheme you will have a support network from the staff coordinators to you lead tutor. The lead tutor will be a student who is in the school tutoring with you and provide support.

**The lead tutor had excellent communication skills and did ensure that any communication between us in the school was done well in time.**

PARIDHI PODDAR, TUTOR, THE GREY COAT HOSPITAL SCHOOL

You will also be given comprehensive training before you go in to schools. This covers areas such as; child safeguarding, communication, jargon busting and much more. It is also a great opportunity to meet all the tutors on the scheme. Pimlico Connection tutors are eligible for Imperial Plus – the Union’s volunteer recognition and development programme. This gives you access to workshops that help you develop skills that graduate recruiters value.

Who runs the scheme? What if I have more queries?
Outreach and Students Union. pimlico.connection@imperial.ac.uk

What is level of ability of the pupils?
The tutors worked with a variety of pupil ability, with most tuition sessions incorporating groups of pupils with mixed ability. This means that tutors were working with those pupils who needed further challenges, and those who needed additional support. We will ask tutors what level of ability they would like to tutor, and will do our best to meet those expectations.

What did the tutors do during a general session?
In 2016/17, almost 30% of the tutors worked to deliver 1:1 support, whilst 35% of the tutors helped pupils with a topic of the pupils’ choosing, and 21% helped with a topic of the teachers’ choosing. The remaining tutors worked alongside the teacher in a classroom Teaching Assistant type role.
How to apply - Tutors

Tutor’s Timeline

October

University begins on 30 September, our biggest recruitment event will be Freshers’ Fair on 3rd October, followed by the Volunteering Fair on 10th October. You can express your interest at one of these fairs by giving us your email address, after which you will be invited to complete an application form where you specify what subject you would like to tutor, and to what level of ability.

The deadline for submitting application forms is by midnight Sunday 15th October.

Once we have received your application form, we will then contact you with the dates of some briefing sessions. The briefing sessions will run during the weeks commencing 9th, 16th and 23rd October and will explain the scheme to you in more detail, and will help you ensure this is the right commitment for you. Once you have attended this session, and decided that you definitely want to be a tutor, then you can attend the training session.

Training will be done on 25th October. You must attend this session in order to tutor in schools. Training explains aspects of the English schooling system, child safeguarding and tips and hints on how to be a great tutor.

Before Friday 27th October, you will be told which school you are going to, who the lead tutor is, and will be introduced to the contact in your school via email.

November

Your first session will take place on w/c 30th October. This will be an induction session for your and the school to agree on what you will be doing during your sessions.

December

We will have a second intake of tutors at the Refreshers’ Fair. You may have more tutors join you.

March

The 17th and final tuition session will take place w/c 19th March.
How to apply - Teachers

At this moment in time, we currently have enough partner schools, however if we see a dramatic increase in the number of tutors who apply, we will need additional partner schools. We would encourage state primary and secondary schools, plus 6th form colleges, within a 45 minute commute of South Kensington station to add their names to the waiting list. To do so, please email your name, and your school’s name to pimlico.connection@imperial.ac.uk.

Teacher’s Timeline

June  You will be confirmed as a partner school before the summer holidays.

We will ask to you to clarify how many tutors you would like, in what subjects, and to what ability level. The minimum number of tutors placed in one school is three and there is no upper cap.

September  University begins on 30 September, our biggest recruitment event will be Freshers’ Fair on 3rd October, followed by the Volunteering Fair on 10th October.

October  Briefings and DBS checks will be initiated on w/c 9th, 16th and 23rd October.

Training will be done on 25th October.

Following training, the names of your tutors will be confirmed with you along with a mini-CV detailing their educational background and what areas they are interested in tutoring in.

November  You will receive your first tutors on w/c 30th October. Your first session will be an induction session.

January  We will have a second intake of tutors at the Refreshers’ Fair. You have the option of requesting more tutors.

March  The 17th and final tuition session will take place w/c 19th March.
The Pimlico Connection Tutors 2016/17

Acland Burghley School
Lisa Rhiannon Jeffers
Samuel Kong
Yue Zou

Chelsea Academy
Ella Viale-Sole
Guo-yang Loh
June Ng
Marc Ewenz Rocher

Community Education Forum 10-12
Ilyia Ismail
Johan Arulnesan
Xin Sun

Community Education Forum 12-2
Amalina Samsudin
Qianqian Jiang
Vicky Chen
Yuqi Wang

Crescent Community Centre
Dasha Berga
Elodie Vermorel
James Arnold
Masih Nilforoushan
Muhammad Irtaza Usman Khalid
Vicki Latham

Hammersmith Academy
Alice Kluzer
Christophe Jeffries
Jianmiao Liu

International Academy of Greenwich
Chee Ying Sia
Harriet Powell
Ronan Battle
Roxana Radu
Tricia Teo

Islamia Primary
Aditi Kumar
Carol Chan
Georgia Green
Isa Hey
Shahwat Dalal
Tan Hwee Jien
Yang Guo

Lambeth Academy
Jieming Ye
Wendy Li
Zheng Shen
Christos Klerides

Lambeth College
Mohammad Saleh Salmanpour
Tom George
Xiaoyu Qiu

Marlborough Primary
Hazirah Mohamad Zailani
Hugues Turbe
William Hey
The Pimlico Connection Tutors 2016/17

Morpeth School
Bayan Al-Balushi
Chalamalasetti Gopi Chand
Dora Petra Olah
Georgios Chatzitheoklitos

Oasis Academy South Bank
Lisette Groeneveld
Jingya Wang
Senalka Wickramaratne
Thomas Andradi-Brown

Our Lady of Victories
Chithirapavai Mamallan
Thilina Jayasekera
Shengzhe Xiong

Parliament Hill School
Heng Hoe Cheong
Jichuan Liu
Sameer Zuberi

Phoenix Academy
Pinki Chan
Titus Ong
Wei-Chien Tu
William Louth

Pimlico Academy
Elina Michaelidou
Jiarui Xu 2nd year
Kathryn Jaitly
Tan Shyang Shin

The Grey Coat Hospital School
Beng Jin
Jeff Clark
Michelle Yeap
Paridhi Poddar
Yusuf Al-Riyami

The London Nautical School
Benjamin Pearce
Chris Adams
Elman Mazlan
Ian Wong
Watson Ngau
Xinyuan Xu

Westminster City School
Faris Abualnaja
Hon Yew
Mitchell Teal
Thomas Zhu
Yue Zhang
Yuxin Zhang