



**THE GOLDEN  
CIRCLE**

Tutor Handbook  
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## Introduction

We would like to take this opportunity to welcome you to The Golden Circle.

The Golden Circle is a community of exceptional educators. We understand how important education is in a child's development and that the right teacher can make all the difference. That's why we work closely with families and schools to fully understand the needs of each child and tailor our process precisely to reflect individual requirements. We personally match our students with inspiring, qualified teachers who accelerate learning in a supportive one-to-one environment.

Since founding The Golden Circle in 2017, it has been a privilege to play a role in the educational journey of so many students. We work with students from a range of backgrounds including children attending independent schools, children attending state schools, children with SEND (Special Educational Needs and Disabilities), children who refuse to attend school, and children with mental health issues, such as anxiety or depression.

In the past year we have supported hundreds of students to realise their academic potential and achieve their educational goals. Our students perform excellently in exams, and enjoy more success at leading universities, but it is their personal growth which makes The Golden Circle such a rewarding place to teach. As mentors, as well as educators, we help our students to develop the key qualities of Courage, Critical Thinking, Compassion, Growth Mindset and Self-Reflection.

We are inspired by tradition, but not constrained by it. Our co-curricular lessons enable students to discover entrepreneurship, mindfulness, and global citizenship. The Golden Circle's modern approach to tutoring and home schooling takes a traditional UK education into the 21<sup>st</sup> century.

At The Golden Circle we seek to deliver the best quality service to our tutors. You will work with our team of Client Managers, who possess significant teaching and mentoring experience and care passionately about helping us to improve outcomes for all the children we work with.

We are exceptionally proud of what we have achieved so far and feel inspired to work with such a fantastic team of teachers. We look forward to the journey ahead!

*Co-Founders, Hannah Titley and Lydia Titley*

## Starting out as a Golden Circle Tutor

The Golden Circle exists to improve the educational outcomes of all students, including those with SEND, mental health issues and behavioural challenges. Our full-time home school students join us privately or are referred to us by the Local Authority. Often students have needs that are not being met by mainstream education. One-to-one tuition creates a more specialised and individualised learning environment, where learning can be tailored to the individual needs of the student. Our students have had a variety of experiences in their childhood. They may have moved schools, experienced personal loss, witnessed a divorce, or experienced bullying. These experiences, or any additional needs, need to be understood and catered for throughout the tuition. Students with SEND may require you to adapt tuition and communication to their individual needs and learning styles, e.g., using [specific ASC strategies](#). If you need support in order to effectively address a student's needs, please contact our team on [contactus@goldencircletutors.co.uk](mailto:contactus@goldencircletutors.co.uk)

One-to-one tuition provides an opportunity to build a consistent and professional working relationship with a student, and this is an element that is incredibly important to our work at The Golden Circle. We see our tutors not only as educators, but as mentors and role models, to guide students as they progress from childhood to adulthood.

As a tutor who regularly sees a student, you have the potential to be a [‘Significant’ or ‘Key Adult’](#) in the student's life. This has the potential to be a rewarding role, and we hope tutors will be aware of the possible positive impact they can have on the lives of their students and vice versa.

Following the initial meeting or phone call, please return a signed copy (e-signature or scanned pdf) of the Tutor Contract via email and complete your Tutorcruncher profile. It should include a list of:

- the subjects you can teach
- your educational background (A Level and degree level qualifications)
- a brief biography
- a photo

## Safeguarding and Child Protection

The Golden Circle recognises that “everyone who works with children has a responsibility for keeping them safe”, and that “in order that organisations, agencies and practitioners collaborate effectively, it is vital that everyone working with children and families...understands the role they should play.”<sup>1</sup>

To that end, we require all tutors to read through The Golden Circle’s Safeguarding and Child Protection Policy, as this makes clear the role that tutors play. It outlines the expectations and responsibilities for tutors (alongside the Code of Conduct detailed later in this handbook), potential risks to be aware of, our reporting procedures and the steps The Golden Circle will take in response to concerns being raised.

As an overview, the Designated Safeguarding Lead (DSL) at The Golden Circle is Hannah Titley. If tutors have a child protection concern, they need to email [hannah@goldencircletutors.co.uk](mailto:hannah@goldencircletutors.co.uk). If tutors have lower-level safeguarding concerns, these can be flagged in the student’s lesson reports.

## Enhanced DBS Certificates

To start working as a tutor, you need to hold a current enhanced DBS Disclosure which is less than 12 months old and have signed up to the automatic update service. If you would like assistance/guidance regarding this requirement, please contact us at [contactus@goldencircletutors.co.uk](mailto:contactus@goldencircletutors.co.uk).

## Key Stakeholders and Terms

The Golden Circle works with private families, local authorities, and schools. We pride ourselves on effective multi-agency working and encourage awareness of strong communication with stakeholders. These are listed below, along with terms which we might refer to when speaking about tuition for a young person:

A **Referrer** is the individual from the Local Authority of School who submits a referral for tuition on behalf of a young person. This individual should be aware of the child’s Education, Health and Care Plan (EHCP) and understands that tuition is being put in place to improve the educational outcomes for a young person. The referrer will receive all reports submitted and

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<sup>1</sup> [Working Together to Safeguard Children, 2018](#)

these reports will be used to monitor the progress and attainment of the student. They will also be made aware of any issues on behaviour that are flagged in the report. A referrer can be a Social Worker, SEND Officer or SENCo.

A **Designated Safeguarding Lead (DSL)** is the person responsible for ensuring an organisation's safeguarding and child protection compliance, in order to promote children's welfare and protect them from harm. This includes referring all relevant concerns to the appropriate authorities and ensuring secure and comprehensive records are kept.

An **Education Health and Care Plan (EHCP)** is for children with SEND and the contents should be made available to you if you are working with a student with SEND. The EHCP will include a summary of the child and the special educational needs (cognition and learning, communication and interaction, social emotional and mental health, sensory and physical health needs and more). These plans are reviewed annually and therefore, instead of receiving the EHCP, you may receive the annual review which will have the most up to date information about the child's needs.

A **Special Educational Needs Coordinator (SENCo)** is responsible for making sure students with SEND receive proper support within the school through the writing and reviewing of an EHCP. They work with the headteacher to determine a strategy for the development of SEND policies within a school. They identify students with SEND, put in place provision to support students, and keep the records of students with SEND up to date.

## Upholding the right to education

Our approach is holistic and places advocacy, engagement, and attendance at the heart of the young person's education provision to maximise the impact of tuition. Our dedicated team are there to support you to ensure the placement is effective and cancellations and non-engagement are kept to a minimum. We have policies and procedures in place such as weekly progress reports to ensure all stakeholders are informed of any issues, including session cancellations and issues with engagement.

## Working as a Freelance Tutor

When working as a tutor for The Golden Circle, you are self-employed. Understanding what it means to be self-employed is important. Here are some key points:

- You are responsible for providing and collecting your own resources.
- You are required to manage your own Income Tax and National Insurance payments.
- As you are self-employed, you will not receive a payslip, rather, the payment order you receive will act as your 'payslip.'
- You do not need a business licence to be a self-employed tutor, however you do have an obligation to register for self-assessment with HMRC

Below are some helpful links when starting your journey as a freelance tutor:

<https://www.gov.uk/working-for-yourself>

<https://www.gov.uk/expenses-if-youre-self-employed>

<https://www.gov.uk/self-employed-national-insurance-rates>

## Planning, Resources and Equipment

We are not always provided with the attainment information for our students, or their current working levels, so we strongly encourage tutors to carry out an initial assessment. Tutors are responsible for planning sessions and providing the required resources. All expenses such as books and revision material must be agreed with the client, or the student's parents (if the client is under the age of 18), before the expense is billed. We do not charge clients for travel expenses in London.

If you require support with resources, please get in touch with us via email. Through teaching in schools, our team has developed a wealth of teaching resources which we share. To support with lesson planning, we can provide teachers with access to a range of online platforms such as Hamilton, Exampro, and Twinkl, plus a range of subject-specific platforms including Chemsheets, Education using Powerpoint and School History.

## When does tuition take place?

After school tuition takes place at times which are convenient for the client and tutor. Lessons take place on weekdays, weekday evenings, weekends, and/or bank holidays. Our home school students follow term dates which are shared with their team at the start of the assignment.

## Where does tuition take place?

The majority of tuition takes place at the home of the student, either online or in person. However, it may also take place at their school or in other community locations (i.e., a coffee shop or the library). Generally speaking, tuition should only take place in a community location if the child is in Year 9 or above. Should the environment where the tuition is taking place not be suitable or conducive for providing education, please contact our team on [contactus@goldencirclletutors.co.uk](mailto:contactus@goldencirclletutors.co.uk)

Please note, if tuition is taking place in a school, tutors should take a form of photo ID and their enhanced DBS certificate to their first session, as most schools will request this as part of their safeguarding procedures.

## Online Tuition

As part of a flexible, responsive, and personalised service, we offer tuition both in person and online. Both methods facilitate the fundamentals of relationship building, individualisation of learning, and effective teaching, but there are features unique to each.

We are constantly evaluating the benefits of different online platforms and are recommending tutors use [Zoom](#) (ensuring you're using the most up to date version). We have assessed it safe for tutors and students to use (as have the NSPCC and DfE), providing it is used in line with the guidelines below.

In line with our Safeguarding and Child Protection Policy, any correspondence with students under the age of 18 should include their parent/ carer (cc parents into emails), including when sharing session details.

When tutoring online, there are a number of good practice considerations that tutors should adhere to:

- Continue to follow all aspects of the Code of Conduct (outlined in the Tutor Handbook), including professional dress and appearance, social contact and the use of technology, and photography, videos and use of devices
- If the student is under 18, all communication should include the carer/parent or member of staff. Tutors should correspond directly with parents or, if granted permission, only email the student directly with carers or parents copied in
- Tuition should only take place at the session times agreed with the carer/parent
- The setting in which tutors conduct online tuition should be suitable for that purpose. There shouldn't be anything of a personal or inappropriate nature in the background, it should be free from interruption, and should not be observed by other members of the tutor's household. If screen sharing is used in the lesson, tutors should ensure that there is no personal or inappropriate material (including desktop files, browser tabs or other active windows) viewable to the student. They should only be able to view material which is relevant to the lesson.
- Tutors should leave their camera on throughout the lesson, and encourage (but don't insist) the student does the same
- Tutors must not record the lesson or take screenshots, unless the carer/parent has given written consent in advance
- Recordings, if written consent is granted, should be stored securely and in compliance with The Golden Circle's Privacy Policy
- Tutors must not contact or respond to students on social media
- Tutors using remote teaching should be familiar with the Government guidance on safeguarding and remote teaching:  
<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

## Receiving work from The Golden Circle

Tuition opportunities will be sent via email. The roles we send to you will be based on your location as well as the Key Stages and subjects you have experience of teaching. You can also apply for roles on the central jobs board on Tutorcruncher.

As a freelance tutor, you are under no obligation to take on the roles we send you and are free to stop a placement at any time. If you need to cease tuition, we ask you to give us as much notice as possible to reduce disruption for our students and enable us to arrange a smooth handover.

Unfortunately, we are unable to say in advance how many placements or work there will be, due to the changing circumstances of the families we work with. That said, we are always doing our best to increase our reach to new families, schools and local authorities who have children in need of the services The Golden Circle provides.

If we receive multiple applications for a role, tutors are selected on a combination of factors, including:

- The needs of the student
- Qualifications
- Experience and training
- Response time
- Availability
- Client feedback
- Clear communication
- Punctual and detailed report logging

To make sure you are considered for our roles, please keep us updated on the subjects you are qualified to teach, at which levels, any relevant training, and any changes to your contact information.

## Contacting The Golden Circle

The majority of our communication takes place via email. For any non-urgent queries you have, please get in touch via [contactus@goldencircletutors.co.uk](mailto:contactus@goldencircletutors.co.uk). Should there be any issues you would feel more comfortable speaking about over the phone or need to be dealt with immediately, please feel free to call us on 0207 887 2586.

If you need to raise a complaint, please contact our Director:

Hannah Titley

07882 122 737

[hannah@goldencircletutors.co.uk](mailto:hannah@goldencircletutors.co.uk)

## Working as a Golden Circle Tutor

### Code of Conduct

In order to deliver a high-quality tuition service and protect students, staff and tutors, we require staff and tutors to conduct themselves professionally at all times, whether tutoring in-person or online. Our Code of Conduct is based on the [Teaching Standards](#).

Failure to comply with the Code of Conduct may result in the termination of a relationship with The Golden Circle or referral to other agencies if required (e.g., DBS).

The Teaching Standards we ask tutors to follow are:

1. Teaching

- 1.1 Set high expectations which inspire, motivate and challenge students
- 1.2 Promote good progress and outcomes by students
- 1.3 Demonstrate good subject and curriculum knowledge
- 1.4 Plan and teach well-structured lessons
- 1.5 Adapt teaching to respond to the strengths and needs of students
- 1.6 Make accurate and productive use of assessments
- 1.7 Manage behaviour effectively to ensure a good and safe learning environment
- 1.8 Fulfil wider professional responsibilities

2. Personal and professional conduct

- 2.1 Tutors must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside tuition, by:
  - treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a tutor's professional position.
  - having regard for the need to safeguard students' well-being, in accordance with statutory provision and The Golden Circle's Safeguarding and Child Protection Policy.
  - showing tolerance and respect for the rights of others.
  - not undermining British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
  - ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law

2.2 Tutors must have proper and professional regard for the ethos, policies and practices of The Golden Circle, and maintain high standards in their own attendance and punctuality

Furthermore, the following safer working guidelines are designed to provide a clear and comprehensive framework in which tutors can work:

### **Making Professional Judgements**

- The Code of Conduct cannot cover detailed guidance for every eventuality, so there is a requirement for tutors to use their professional knowledge to make appropriate judgements in situations.
- Tutors should always consider whether their actions are warranted, proportionate, safe and applied equitably.
- Use the Lesson Report to record any situations or incidents that have required you to exercise professional judgement and the rationale and justification for that decision.

### **Power and positions of trust and authority**

- As a tutor, you are in a position of trust, and must be aware of those dynamics. You must safeguard the student's welfare and work to ensure they don't misunderstand the nature of the relationship.
- Always maintain professional boundaries and avoid behaviour which could be misinterpreted. If you have any concerns about the feelings a student has developed towards you, please report this to The Golden Circle. It is better dealt with early and sensitively.
- Never misuse your position of authority for your own advantage, or to intimidate, threaten, undermine or coerce students. Never form or promote relationships with students which are of a sexual nature, or which may become so.

### **Confidentiality**

- You will receive personal and sensitive information about students and their circumstances and are required to keep it confidential. The storing and processing of personal information is governed by the General Data Protection Regulations 2017 (GDPR) and Data Protection Act 2018.

- Tutors should never use confidential or personal information about a student or their circumstances for their own, or others' advantage (including that of partners, friends, relatives or other organisations). The information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis.

### **Standards of behaviour**

- Tutors should be aware that their behaviour, either in or out of the tutoring space, could compromise their position within the work setting. This relates to the protection of children, loss of trust and confidence, or bringing The Golden Circle into disrepute. Such behaviour may also result in prohibition from teaching by the Teaching Regulation Agency (TRA), a bar from engaging in regulated activity, or action by another relevant regulatory body.

### **Dress and appearance**

- Please wear clothing which promotes a positive and professional image and is appropriate for your role (both in person and online). A person's dress and appearance are matters of personal choice and self-expression and some individuals will wish to exercise their own cultural customs, but please also take into account the setting you are working in and have respect for the religious and cultural backgrounds of the people you may come into contact with during tuition. Please ensure that your dress and appearance is not likely to be viewed as offensive, revealing, or sexually provocative; does not distract, cause embarrassment or give rise to misunderstanding; is absent of any political or otherwise contentious slogans, and is not considered to be discriminatory.

### **Social contact outside the workplace (inc. the use of technology)**

- All communication with a student who is under 18 should be conducted with the carer/parent of the student copied into the correspondence, or the staff member if tuition is happening at school. If students contact you directly, e.g., through social media, the student should be firmly and politely informed that this is not acceptable. We recommend that tutors have robust privacy settings on their social media accounts to minimise the likelihood of students contacting them via this means.

- If tutors are working with students who are over 18, communication can be made directly with the student.
- Tuition should only take place at the session time agreed with the carer/parent or school staff. Carer/parent/staff should always be aware of when tuition is taking place. It is good practice to encourage the carer/ parent to 'check in' at the start and end of the tuition session when tutoring online.
- As tutors are often working with students in the local area, there is a chance that you may come into contact with them in public. We would recommend politely acknowledging the student and continuing.

### **Physical contact**

- Tutors should avoid physical contact with students.

### **One to one working**

- When tuition takes place in the student's home, make sure that it takes place in a communal space, for example an office or dining room, rather than a bedroom. Doors should be left open/ ajar.
- The setting in which tutors conduct online tuition should be suitable for purpose. There shouldn't be anything of a personal or inappropriate nature viewable in the background, and it should be free from interruption, and should not be observed by other members of the tutor's household. Similarly, if tutors intend to use a screen share function, ensure that there is no personal or inappropriate material (including desktop files, browser tabs or other active windows) viewable to the student. They should only be able to view material relevant to the lesson.
- If tuition is taking place at a community venue, ensure you work in a place that is publicly viewable (i.e., not in a separate private room).

### **First Aid and medication**

- Tutors who are not first aid trained should not provide first aid to students. If a tutor is first aid trained, and the situation arises whereby they need to administer first aid, this should be

detailed in the Lesson Report. If tuition is taking place at a school, the school's qualified first aiders should deal with any incidents.

- Tutors should never provide or administer medication to students, including non-prescribed medication (e.g., paracetamol, ibuprofen etc.).

### **Photography, videos and use of devices**

- Tutors should not take any photos, video recordings, audio recordings or other digital records of students. If a record of work or an achievement needs to be made, ask the carer/parent/school staff to record it and share it. Similarly, tutors should not allow students to take photos of them using student devices.
- If a tutor is using one of their own devices to support learning (e.g., a laptop or tablet), we strongly recommend that a separate user profile is created for students to use, that is separate from any personal use by the tutor. Students should never use such devices unsupervised. We strongly dissuade tutors from using their phones to support learning. Alternative devices (e.g., laptop or tablet) should be used where possible.
- Devices such as phones must never be used during tuition for personal communication, unless it is an emergency.

### **Exposure to inappropriate content**

- Tutors should make every effort to ensure that students are not exposed, through any medium, to any inappropriate, indecent, or illegal material. As stated above, students should be supervised when using any devices that access the internet and/or social media.
- Tutors should ensure that the resources and materials they use are developmentally appropriate and sensitive to the child's experiences.

## **Reporting**

After each lesson, tutors are required to log the length and time of your lessons on Tutorcruncher. We ask tutors to promptly log lesson reports after each session. Reporting is important for several reasons:

- For some of our students (full time home school students), these reports can be the only educational record they have.

- It enables parents and schools to know which parts of the curriculum are being covered and which gaps in knowledge are being addressed.
- Any behavioural issues are flagged to our attention immediately and shared with the parent or school
- Reports are shared with clients on a weekly basis for home school students, and monthly basis for after school students. It enables clients to see what is taking place in the lessons as well as how the student is engaging with tuition.
- It is an important part of our safeguarding practice.
- Reporting helps you to keep track of the number of sessions you've had with a specific student and informs you how much you are owed for the month.
- The standard we require and expect is part of what differentiates us from other tuition agencies.

### **Structure of reports**

- Session reports should include the learning objective/(s) of the lesson.
- Summary of content covered.
- Details of any activities or tests carried out.
- Information on the young person's attainment or progress.

### **Raising issues for immediate attention**

If you feel that there is information about the student or the session that you want to raise for our immediate attention, please contact us via email on [contactus@goldencircletutors.co.uk](mailto:contactus@goldencircletutors.co.uk) .

Examples of when this is necessary:

- An observation made of the child or family that is outside of tuition (this might include a potential health concern including physical or emotional needs of the child which are not already known to us)
- Any new information or updates on the child's education provision, e.g., start date of school place
- If an accident occurs, we need to know the details for our internal records

It is important that the feedback and comments are kept factual and recommendations professional.

Here are some examples of excellent reports our tutors have submitted previously:

### **Example Lesson Report 1 (Year 11 Spanish)**

*The objective of our lesson today was to begin preparing for the Spanish speaking test. We started by looking in detail at the requirements of the exam taken from the IGCSE Spanish Specification so [Student E] is aware what exactly is required of him on the day. We then focused on Task A which is the picture-based discussion task where students are required to select a photo of their choosing ahead of the exam and respond to questions in the target language on their chosen topic. I showed [Student E] exemplar photos and questions and we looked at some model answers ("Describe la foto"). [Student E] was able to identify key vocabulary used and discuss what made each answer strong (e.g., use of connectives and opinion phrases).*

*In the second half of the lesson, [Student E] and I selected his chosen topic (School), and we found a photo he may wish to use for his test. We then began drafting what may arise and [Student E] was able to successfully produce extended answers with a bit of vocabulary support from me. We covered questions 1-3 and [Student E]'s homework is to complete questions 4-5 and find another photo from this topic that we will prepare next week.*

*Today's lesson was very information-heavy and challenged [Student E], yet he was able to confidently apply his prior knowledge to this new and unfamiliar context with great enthusiasm which is to his credit. Very well done [Student E].*

### **Example Lesson Report 2 (Year 10 Science)**

*[Student M] scored 33/58 (57%) on the exam questions on B2 and C1. This is equivalent to a grade 6. It highlighted a few gaps in her B2 knowledge and marks were lost on questions involving graph interpretation. Her strengths and areas for development are listed below.*

*Strengths:*

- *Tests for gases (oxygen, carbon dioxide, hydrogen)*
- *Identifying lifestyle and medical risk factors*
- *Explaining how coronary heart disease can lead to a heart attack*
- *Recalling symptoms of plant disease, e.g., black spot or TMV*
- *Explaining the method for how to use a microscope*

Areas for development:

- *Mathematical calculations using standard form, e.g., malarial infection rates*
- *Exam technique - if a question asks for advantages and disadvantages be sure to cover both!*
- *Describing the steps for creating a GM mosquito*
- *Calculating size of cell using magnification equation (microscopy, p.133)*
- *Interpreting data on sulphur dioxide from a line graph*

*In the lesson, we reviewed P1 content. Homework this week is exam questions on P1 and P6.*

### **Example Lesson Report 3 (Year 7 English)**

*[Student C] has a wonderful imagination and his creativity enables him to come up with ideas easily, as he did for the picture stimulus of footprints in the snow. [Student C] is now aware of the importance of planning and structuring a story or piece of writing with a beginning/middle/ending (including a climax). We talked through his plan verbally first, but [Student C] sometimes struggles to plan in a succinct manner.*

*[Student C] can write fluently and has a beautiful way of stringing words together - most likely from his love of reading, but this is also a natural flair. Although we have seen a huge improvement with capital letters and full stops, [Student C] needs to continue to improve his use of basic punctuation, and in the future, extend his repertoire to more 'ambitious punctuation', such as exclamation marks, brackets and colons etc. While [Student C]'s grammar and standard English is good, he sometimes misses out words and doesn't finish sentences in written work; this is common - students' minds often work faster than the hand in writing tasks.*

*Although [Student C] naturally includes interesting and evocative vocabulary in his writing, he needs to develop an awareness of including different types of figurative language (simile, metaphor, personification, onomatopoeia) and other literary techniques to enhance his writing further. We will continue to work on this.*

*The task was to write the beginning of a story based on the picture stimulus and to include interesting vocabulary and correct punctuation. [Student C] did very well with his concentration and took pride in his writing assessment.*

*Working towards Grade 4 GCSE*

*Total: 35/50marks = 70%*

**The following is not an adequate report:**

*Student completed Maths homework. The student worked on pg.8 of the English book. The student completed GCSE questions.*

## Invoicing and Payment

We invoice clients on behalf of tutors based on the lessons logged on Tutorcruncher. Clients are invoiced on the first of every month, for the previous month's tuition. We then remit funds to tutors within 5 working days.

Tutors should not under any circumstances accept payment in cash directly from clients. Any payment owed needs to be billed and received by the tutoring company, for accounts and tax purposes.

Please share your bank account details with us before the first lesson to ensure that we can pay you promptly.

## VAT

The Golden Circle is a VAT registered business (VAT Registration No. 333 4057 27). The charges deducted from the payments made to tutors as detailed in your contract are VAT inclusive. If you require a VAT invoice, please email [accounts@goldencircletutors.co.uk](mailto:accounts@goldencircletutors.co.uk) . You only require a VAT invoice if you are VAT registered.

## Cancellation Policy

Clients are referred to our cancellation policy on the website when they first book a tutorial. If lessons are cancelled within 24 hours of the lesson start time, please log the lesson as "Cancelled but Chargeable" and write any details as reasons for cancellation in the Lesson Report section.

## Tutor illness and holidays

If you are sick and unable to deliver your session, please contact the client immediately explaining your absence from the session. Please copy us into this correspondence so that we can offer a cover teacher. If it is an ongoing illness that you believe may require more than 3 days off, please let us know via email or phone call. We will then speak to the parent/carer/school to let them know what is happening and offer a replacement teacher.

If you are taking a holiday that will affect your tutoring schedule, please communicate this to the carer/parent or school and The Golden Circle team with as much notice as possible. Please be mindful of the impact taking holidays during term time can have on home school tuition.

## Change of address and availability

We ask tutors to be proactive in updating us on their location and availability. If you have any changes, please send an email to [contactus@goldencirletutors.co.uk](mailto:contactus@goldencirletutors.co.uk).

## Tutor of the Month

At The Golden Circle, we take great pride in the work our tutors do. To show our appreciation and highlight the importance of the work they do, every month we choose one tutor to be Tutor of the Month based on parent/carer feedback, thoroughness of Lesson Reports, a proactive approach to decreasing the number of cancelled sessions, and a willingness to go above and beyond to meet the needs of the student and their families. We announce our Tutor of the Month in our monthly newsletter.

## Website and Social Media

We regularly publish information about our services, policy updates, teaching and learning articles, and reflection pieces on our website. We encourage tutors to follow and engage with us on [Instagram](#), [Facebook](#) and [LinkedIn](#) where we share updates and news daily.

## Website Photos

If you would be happy to be featured on the 'Our Tutors' page of our website, please send the following to Lydia at [lydia@goldencircletutors.co.uk](mailto:lydia@goldencircletutors.co.uk).

- A professional-looking headshot – framed from the chest up, white background, taken with a good quality phone or camera
- A quote about why your subject is great