

PEMBROKE TUTORS

ORLANDO

I am a professional tutor with five years of experience teaching students from ages 7-18, and I specialise in Latin, Greek, and Music up to A level and English, Maths, Ancient History and French to GCSE level. I aim to adapt my teaching style to the educational needs of each pupil, in order to maximise, above all, their enjoyment of the subject, alongside their level of academic achievement.

Education

2013 – 2017

**BA (Classics) Trinity College, University of Cambridge.
Grade: Double Class I**

Ranked 1st Place in 2015, Classics

**MPhil (Classics) Homerton College, University of Cambridge.
Grade: Distinction**

2008 - 2013

St Paul's School

A Level: 3 A*s – Latin, Greek, Music

AS Level: 4 As – Latin, Greek, French, Music.

GCSEs: 11A*s – English, English Literature, Maths, Biology, Chemistry, Physics, Latin, Classical Greek, French, Italian, Music

Tuition History

I have offered tuition services over the last five years, and have experience in the following areas:

- i. 7 / 8+ Reading and Writing skills, English, Maths, Music (piano)
- ii. Pre-Tests / 11+: Verbal and Non-Verbal Reasoning, English, Maths, Music (piano)
- iii. 13+: English, Maths, French, Latin, Classical Greek, Music (piano and theory)
- iv. GCSE level: English, Maths, Latin, Classical Greek, Ancient History, Music, French
- v. A level: Latin, Classical Greek, Music
- vi. University level: Latin, Classical Greek

The first step towards academic success is enjoyment of the subject to some degree. This is a fundamental principle whenever I am planning or teaching a lesson: it is so much easier for a pupil to feel that they are making progress if they take delight in what they are learning. Joy in the learning process enriches the sense of achievement when they do well. This is why I am an enthusiastic and passionate tutor: if the pupil can see that the tutor is devoted to the subject and committed to the lesson, this exemplarity will bear good fruit.

The teaching methodology adopted at St Paul's and at Cambridge targeted the improvement of the pupil's own energetic contributions to discussion and debate. The pupils' opinions and judgements were wholly necessary to the flourishing of ideas. I aim to emulate this when teaching. What I found most useful in my education was developing ideas and material that I had researched already live in discussion, with the guidance of the teacher, and then reflecting upon them afterwards with further private research on the same topic. Progress comes when independent study and class discussion are co-dependent, and this is something that tutors should encourage: the learning doesn't stop when the lesson stops. It starts before the lesson, is developed in the lesson, and continues after the lesson. This principle applies just as much to the tutor's craft, in the mastering of the curriculum and assessment objectives and the adaptation to the tutee's needs.

The discursive nature of lessons has to continue right the way through the engagement, even during times of revision and honing exam technique, when the natural impulse is to bash through a wad of past papers and hope for the best. While this is a test of endurance and aids in speed and stamina, I do not believe that this is the way to improve exam technique; exam technique is polished through an in depth investigation of rhetoric and what the examiners want, leaving no room for doubt in the their mind that the tutee is in control of their revised material in a high pressure situation.

It is extremely fulfilling to see a tutee grasp a topic with which they have been grappling; but I make sure that the tutee does not feel rushed to this in any way, and that they feel comfortable to try out

ideas and make mistakes. To solidify this comfort and ease, I ensure that I am without fail warm, affable, and encouraging. I am always prepared and never late, and every lesson aim to surprise the tutee with a left field way of approaching a topic, tailored to how they best respond to discussion.

Employment History

- 2012** **Teacher at Christ Church Primary School Latin Club**
In my penultimate year at school, I founded and taught a Latin Club at my local state primary, Christ Church CE Primary School, teaching beginner's Latin to pupils in Years 5 and 6 looking to try something new.
- 2013 -** **Private Tutor**
I have, since leaving school, been working as a Private Tutor across a wide range of subjects and ages.
- 2013** **Singer on the Paul O'Grady Show Christmas special**
I featured as a vocalist as part of the West End Gospel Choir, which featured on the Christmas special of the Paul O'Grady show in 2013.
- 2014** **Supporting vocalist on Collabro Debut Album**
I featured on Collabor's Debut CD as a backing vocalist, again as part of the West End Gospel Choir.
- 2014 – 2017** **The Championships at Wimbledon**
As soon as every academic year at Cambridge had finished, I would work for two weeks at the Championships at Wimbledon. I covered roles including Kitchen Assistant, Day Housekeeping, and Court Attendant, a highly coveted role, involving the maintenance of the best grass courts in the world.
- 2014-2015** **Paperchase Sales Assistant**
During the Christmas Holidays of my second year at University, I worked as a Sales Assistant at my local Paperchase. This involved general sales duties, stock assessment, and dealing with clients in potentially highly charged situations.
- 2018** **Proof Reader for Lonres**
To supplement my continued studies at drama school in London, I have been a Proof Reader for Lonres, an online property database open to subscription from estate agents only. This involves checking online entries from the sales and lettings teams for subscribers to access and look at without complaint.

Achievements

- 2008 - 2013** **Junior / Senior Academic Scholarships, St Paul's School**
- 2011** **Bastow Prize for Classics, St Paul's School**
Music Prize, St Paul's School
Italian Prize, St Paul's School
- 2012** **Cyril Bailey Prize for Classics and Greek Prose Composition, St Paul's School**
Sleath Prize for Latin Prose Composition (sent to the Queen in honour of her Diamond Jubilee), St Paul's School
Clementi Prize for Latin Unseen translation, St Paul's School
- 2013** **Cyril Bailey Prize for Classics and Greek Prose Composition, St Paul's School**
Sleath Prize for Latin Prose Composition, St Paul's School
Piano Prize, Highly Commended, St Paul's School
- 2014** **Faculty Prize for Latin Prose Composition, Faculty of Classics, University of Cambridge**
Henry Arthur Thomas Travel Exhibition, Faculty of Classics, University of Cambridge
Junior Scholarship, Trinity College Cambridge

- 2015** **Porson Prize for Greek Verse Composition, Faculty of Classics, University of Classics**
Eric Evan Spicer Prize for Classics, Trinity College Cambridge
Craven Scholarship, Faculty of Classics, Cambridge
Hallam Prize, Faculty of Classics, Cambridge
Senior Scholarship, Trinity College Cambridge
- 2016** **Porson Prize for Greek Verse Composition, Trinity College Cambridge**
Pelling Travel Scholarship, Trinity College Cambridge
Charles Oldham Scholarship, Faculty of Classics, Cambridge
Newton Graduate Scholarship, University of Cambridge
- 2017** **Santander's Master's Prize, Homerton College Cambridge**

Interests

I spend as much time as possible embedding myself within culture: whenever I can, I go to the theatre, cinema, and concerts. I really enjoy experiencing all of these for their educative and inspirational qualities. I think that it is really important to keep plugged in and responding to the current cultural climate, and this is particularly applicable to tutoring in making teaching material relevant and relatable. I love playing the piano, the trumpet, and singing, particularly in choirs, having done so for much of my time at Cambridge; in terms of sport, I swim and play tennis, squash, and football.

References

Available on request.