



Rook St.
tutors

Welcome document



Contents

What Rook St is	3
How we do things	6
Terms and Conditions	8
What we expect from you	10



What Rook St. is

Rook Street is a collaborative and inclusive tutoring platform. Our tutors always aim to attune to students' specific circumstances and to work with them to address their specific needs and learning styles. Their choices, their circumstances, and their ownership over their place as a student are what bring our tutorials to life.

Students have the choice over which of our elite tutors leads tutorial sessions. Students have the choice for their mentor – a they can talk to about their needs, aspirations, and worries when they have them. And, to ensure that they feel fully supported during their time with us, we provide an out-of-hours worry box that allows them to connect with our team.

With us, there is always a space for hopes as well as anxieties from across their student life – a space to grow through their own, unique, learning processes.

Students choose their tutor

Each of us came to tutoring with distinct backgrounds and experiences, brought together by elite academic lives and a shared belief in an ethics of care.



We empower students in every part of our work and believe that they deserve priority throughout our process. This begins as students choose their tutor.

During time with us, we aim to support and inspire students – to provide a place for them to grow – whatever stage they are at. We were recently students ourselves, and many of us are still in education, so we understand what it's like to live and work with all the distractions and challenges of modern life. With our help, we encourage students to make choices that make education more fulfilling, and to do whatever we can to get young people through this difficult stage. Our work always aims to take some of the pressures off the difficult twists and turns young people encounter in life at school.

Mentoring

Each student chooses a mentor – someone different to their tutor who provides special space to ensure that our work meets young people's needs. So, during mentoring sessions student and mentor can discuss whatever of a wider scheme (ambitions, underlying anxieties, niggling things etc.) might inform their academic life. This forms a crucial edge of our cooperative structure that allows us to coordinate our teaching in a way that better speaks to students in themselves.



We think that providing different points of contact enhances the way we do things and so helps young people learn, offering a deeper kind of support beyond the regular constraints of their tutoring sessions.

Monthly check-ins

Mentoring sessions take place once a month to give students a chance to think more comprehensively about academic life. These sessions are formal as far as they are intended to help set the direction and pace of students' development. Like everything here at RST, monthly check-ins are optional, and can take place whenever the student chooses. Otherwise, they are automatically scheduled on a monthly basis.

Worry box

Our worry box offers students an exclusive, confidential, and nonjudgemental space to voice worries. Something like an agony aunt system, this exists as its own service that can be accessed at any time. Burning thoughts, busy minds in the evening, or hard feelings from a day at school, at Rook St young people can write to our worry box steward who will aim to respond in 1-2 days.



How we do things

First sessions

In the first session, students have the choice to meet with at least one or two members of our team. Students speak with either Reem, Noah, or both about an initial choice of tutor and discuss a scheme – from aims, about any of the things holding you back, through the wide aspects of students' futures here. We work together – student and tutor – to figure out what each student needs and help to decide on the right directions for them. We can talk more about what it is like to receiving tutoring from us and our approach to supported learning.

Second sessions

Once students have make their initial choice, their tutor meets with them to outline their goals in more detail and discuss their personal learning style. We have experience with so many styles and needs, and will prioritise whatever visual cues, imaginative exercises benefit students most.



Tuning our sessions to each young person's specific wants and needs enables us to establish expectations and leanings programs that take away some of the pressure they might expect in a more homogenized learning environment. Most of all, this process enables us to make learning programs that speak to students' unique abilities.

Collaborative Learning

Our tutoring model is cooperative, which is why we offer students and their parents a three-pronged approach towards personalised learning and support. In tutoring with us, students benefit from the combined insights of their tutor and mentorship team. With students' help and communication, our collaboration enables us to remain versatile and responsive to a variety of challenges students face. Working together behind the scenes that make sure that nothing gets lost in translation, that our young people's needs are heard and, with their commitment, are met.



Terms and Conditions

What to expect from us

1. Clarity and Communication.

- Session-reports. After each session, we will provide reports that contain feedback, reminders, and any extra things to think about before our next session. We try to do the worrying for students, so we will always do what we can to help them to prepare for next session.
- Reflective reports delivered every two months. These help tutors to sketch-out student's growth in the medium and long term, and to adjust their teaching process as needs and interests develop.
- Inter-tutor debriefs. We take our responsibility as tutors seriously. This means that we reflect and give feedback on our own and each other's work as tutors, maintaining the anonymity of our students as we do so.
- Standards of honesty. Being honest about how our sessions are going can help to keep our sessions ticking along.



- Confidentiality. Anything you share with RST will be treated as confidential. This means that what you say in your sessions will not be shared with anyone else without your permission. There are exceptions to this, as we are legally required to break confidentiality in the wake of:
 - acts of terrorism or suggestions thereof
 - indications of drug trafficking and money laundering
 - court orders or subpoenas
- Further to this, discretionary disclosures may also include:
 - child protection and safeguarding issues
 - protection of vulnerable adults
 - Risk of suicide or serious self-harm or harm to others
- Data retention and privacy. Records will be kept in line with national GDPR guidelines.



What we expect from students

1. Students' responsibilities

- 24-hour rescheduling/cancellation policy. We understand there can be exceptional circumstances. Notwithstanding, we ask that students give a minimum of 24 hours' notice if they intend to cancel or reschedule their sessions. Otherwise, payment is due to our tutors for their preparation and time set aside.
- Pre-session emails. By setting out wants and needs in advance, our students help us to curate our sessions, and can help them to arrive at our tutorials with an intention or focus in mind.
- Reflections each two-month period. Feedback forms a crucial part of our bi-monthly reports. We want to know what students are finding most helpful about tutorial experience so that we can take their thoughts as seriously as our own. Participation really matters to us.



2. Standards of Behaviour



- No swearing during sessions.
- Do not overshare.
- Refrain from distractions (use of phone, vape, etc.).
- Come to tutorials prepared. Students will know what they need to gather for sessions and where they do not, they can ask.
- Make at least 10 minutes before sessions to clear their mind. We consider their time as precious. Small things like this can help students make the most of the time they spend with us.



The Platform provides educational content, tutoring services, and related resources for informational and supportive purposes only. While the Platform and its tutors strive to provide high-quality instruction and reasonable efforts to assist Students, the Platform does not guarantee any particular academic outcome, grade, test score, or standard of achievement. The Student acknowledges that progress depends on many factors outside the Platform’s control, including prior knowledge, effort, at-tendance, study habits, learning differences, and external circumstances.

Accordingly, to the fullest extent permitted by applicable law, the Platform, its affiliates, officers, directors, employees, contractors, tutors, and agents (collectively “Platform Parties”) shall not be liable for any direct, indirect, incidental, special, consequential, punitive, or exemplary damages, lost profits, loss of data, or other losses arising out of or in connection with the Student’s use of the Platform or any reliance on the Platform’s services, including but not limited to claims that Student did not achieve a particular grade, test score, or standard.

The Platform’s total aggregate liability to a Student for any claim arising under or in connection with these Terms shall not exceed the amount paid by the Student to the Platform for the specific tutoring services that are the subject of the claim in the twelve (12) months preceding the claim.

This limitation shall apply regardless of the form of action, whether in contract, tort (including negligence), strict liability, or otherwise, and even if the Platform Parties have been advised of the possibility of such damages. If any part of this clause is held unenforceable under applicable law, the remainder shall continue in full force and effect.

This limitation applies within the Unfair Contract Terms Act 1977 and the Consumer Rights Act 2015.



Rookst.co.uk
generalenquiries@rookst.co.uk
0333 333 333