

BOOST LEARNING ACADEMY

Premium Academic Support | Online Tutoring

TUTOR ONBOARDING GUIDE

*Academy Expectations · Communication Standards · Lesson Conduct
Equipment Requirements · Professional Responsibilities*

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1. Welcome to Boost Learning Academy

Welcome to Boost Learning Academy, a premium online tutoring academy committed to helping learners improve academically through structured, consistent, and high-quality academic support.

As a tutor, your role goes beyond simply explaining content. You are responsible for helping learners build confidence, discipline, routine, and stronger academic habits. Our goal is to ensure that every learner receives professional, reliable, and intentional support that leads to measurable academic progress.

At Boost Learning Academy, we work with learners from different academic backgrounds. Some learners are aiming for distinctions, while others are trying to move from failing to passing. Every learner must be treated with patience, respect, care, and professionalism.

2. Our Teaching Philosophy

At Boost Learning Academy, we believe that improvement comes through structure, consistency, patience, and regular practice. We do not only teach content — we help learners develop better academic habits and a stronger approach to learning.

Our approach is built on:

- Strong foundations
- Clear explanations
- Active learner participation
- Regular revision
- Exam-style practice
- Progress tracking
- Professional communication
- Genuine care for learner improvement

A learner may not improve overnight, but with the right support, consistent effort, and proper academic guidance, meaningful improvement is possible.

3. Academy Expectations

Tutors are expected to uphold the standard and reputation of Boost Learning Academy at all times. Tutoring must never be treated casually — parents are paying for a structured academic service, and learners depend on us to help them improve.

Tutors are expected to:

- Arrive on time for every lesson
- Be fully prepared before each session
- Teach with patience, clarity, and professionalism
- Communicate respectfully with learners, parents, fellow tutors, and management
- Follow the lesson schedule provided by the academy
- Notify management in advance if there are any issues
- Keep lessons structured, focused, and academically meaningful
- Ensure learners are actively participating during lessons
- Track learner progress and report concerns early
- Represent the academy professionally in all communication and lesson delivery

4. Professional Conduct

Tutors must maintain a professional standard during all lessons and academy-related communication. This includes:

- Speaking respectfully to learners at all times
- Avoiding inappropriate jokes, language, or conversations
- Maintaining clear boundaries with learners
- Not sharing personal issues or unnecessary private information with learners
- Not discussing internal academy matters with parents or learners
- Not making promises about marks or outcomes that cannot be guaranteed
- Not cancelling, moving, or changing lessons without approval from management
- Not negotiating fees, discounts, packages, refunds, or payment arrangements with parents

Tutors must remember that they are representing Boost Learning Academy in every interaction.

5. Communication Standards

Clear communication is essential to the smooth running of the academy.

5.1 Communication with Management

Tutors must communicate with management if:

- They are unable to attend a lesson or are running late
- A learner does not attend, is repeatedly late, or is not participating
- A learner is struggling significantly or has not submitted work
- A learner may need extra support or additional lessons
- A parent raises a concern directly with the tutor
- There are technical issues affecting the lesson
- The tutor is unsure about what content to cover
- The tutor needs resources, past papers, or academic support

Communication must be done as early as possible. Last-minute communication should be avoided unless it is a genuine emergency.

5.2 Communication with Learners

Tutors must communicate with learners in a professional, respectful, and academically appropriate manner. Tutors may remind learners about upcoming lessons, homework, tests, revision topics, and questions to bring to the next session. Communication must remain academic and professional.

5.3 Communication with Parents

Tutors should not directly negotiate fees, lesson changes, packages, refunds, discounts, or academy policies with parents. If a parent asks about payments, scheduling, or administrative matters, redirect them to management with a response such as:

Recommended response:

"Thank you for your message. Please kindly communicate with academy management regarding this so that they can assist you properly."

6. Lesson Conduct

Every lesson must be structured, purposeful, and academically focused. A good lesson should generally include the following steps:

1. A short check-in — ask the learner about their school work, struggles, and upcoming tests or exams.
2. Revision of previous work — briefly revisit the previous lesson to reinforce key concepts.
3. Teaching or revision of the main topic — explain clearly and work through examples step by step.
4. Guided practice — allow the learner to attempt questions with your support.
5. Independent attempt — give the learner the opportunity to try questions independently to identify gaps.
6. Corrections and feedback — explain mistakes clearly and show the correct method.
7. Homework or practice instructions — end with clear guidance on what to revise before the next lesson.

Lessons must not be passive. Learners should not simply watch the tutor work through questions for the full session — they must be encouraged to participate, explain their thinking, and attempt problems independently.

7. Group Lesson Expectations

For group lessons, tutors must make sure all learners are included and no single learner dominates the session.

- Keep the lesson structured and controlled
- Avoid focusing only on the strongest or loudest learner
- Ask questions to different learners throughout the lesson
- Encourage participation without embarrassing anyone
- Focus on common problem areas and use routine exam-style questions
- Maintain classroom discipline and lesson focus

If one learner is significantly behind, report this to management so that additional support can be considered — do not halt the entire lesson to reteach one learner individually.

8. One-on-One Lesson Expectations

One-on-one lessons must be highly focused on the individual learner's needs and remain structured throughout.

- Identify the learner's specific weaknesses
- Adjust the pace according to the learner's understanding
- Ask the learner to explain their reasoning
- Use school tests, past papers, homework, and exam guidelines where possible
- Track improvement over time and give honest feedback to management
- Prepare lessons that directly target the learner's academic gaps

One-on-one lessons must not become casual or unplanned simply because there is only one learner. Each session must be intentional and aligned with the learner's academic goals.

9. Demo Lesson Expectations

Demo lessons are not free lessons. However, tutors are only paid for demo lessons if the student continues with Boost Learning Academy and officially registers.

The quality of the demo lesson directly affects whether the learner chooses to continue with the academy. During a demo lesson, tutors are expected to:

- Be fully prepared and join on time
- Create a professional and welcoming first impression
- Assess the learner's current level and identify strengths, weaknesses, and learning gaps
- Explain concepts clearly and avoid overwhelming the learner
- Show the learner what ongoing support would look like
- Provide management with clear, detailed feedback after the session

10. Assessment and Progress Tracking

Boost Learning Academy places strong emphasis on accountability and measurable progress. Tutors should regularly assess learner understanding through:

- Short tests and past paper questions
- Oral questioning during lessons
- Independent attempts and corrections of school tests
- Homework checks

Tutors should not rely only on a learner saying "I understand." Many learners say they understand until they are required to answer questions independently.

Tutors must report any of the following to management:

- Learners who are not improving, not attending, or not completing work
- Learners who are struggling with basic foundations
- Learners who may need additional lessons
- Learners who show strong improvement
- Learners who are not actively participating

11. Monthly Feedback Reports

Monthly feedback reports are required for one-on-one learners only, and must be submitted to academy management by the 28th of each month.

Monthly feedback reports should include:

- Topics covered during the month
- The learner's strengths
- Areas where the learner is still struggling
- Attendance and participation notes
- Homework or practice completion, where applicable
- Test or assessment performance, where applicable
- Tutor recommendations for the following month
- Any concerns that management should be aware of

Feedback must be specific and professional. Avoid vague comments such as:

Avoid:

"The learner is doing fine." / "The learner is struggling."

Instead, write something like:

"The learner has improved in basic algebraic manipulation and is now more confident with substitution. However, they still struggle with factorisation and interpreting exam-style questions. More practice is needed with mixed algebra questions so that they can identify which method to apply."

12. Lesson Preparation

Tutors are expected to prepare before every lesson. Preparation may include:

- Reviewing the topic and preparing worked examples
- Selecting suitable practice and exam-style questions
- Checking the learner's curriculum requirements
- Reviewing previous lesson notes and the learner's school work
- Planning how the lesson will be structured

For senior grades — especially Grade 11 and Grade 12 — tutors must ensure they are comfortable with the content before the lesson. If uncertain about a topic, revise it beforehand or inform management early enough to arrange support.

13. Equipment Requirements

Because Boost Learning Academy operates online, tutors must have the correct equipment at all times:

- A working laptop or desktop computer
- A stable internet connection
- A working camera and microphone
- An XP-Pen writing pad, iPad, tablet with stylus, or similar writing device
- Access to Google Meet
- Access to digital resources such as PDFs, past papers, and textbooks
- A quiet and professional lesson environment

Tutors should not rely on a cellphone as their main teaching device unless there is an emergency and management has been informed.

14. Online Lesson Standards

During online lessons, tutors must:

- Join the Google Meet on time
- Ensure microphone and camera work before the lesson starts
- Use a writing pad or tablet where necessary, especially for Mathematics, Physical Sciences, and Mathematical Literacy
- Share their screen clearly and write neatly
- Keep learners engaged and avoid multitasking
- Avoid unnecessary background noise
- Keep the lesson professional from start to finish

The quality of online delivery matters. A lesson must feel organised, clear, and professional.

15. Attendance and Punctuality

Punctuality is non-negotiable. Joining late affects the learner's experience and damages the academy's reputation.

- Tutors must be ready before the lesson starts
- If unable to attend, notify management at least 24 hours in advance where possible
- Same-day cancellations must only happen in genuine emergencies
- Tutors must not independently cancel, postpone, or reschedule lessons without management approval

16. Handling Missed Lessons

If a learner misses a lesson, the tutor must inform management immediately. The report should include:

- The learner's name and subject
- The scheduled lesson time
- Whether the learner communicated beforehand
- How long the tutor waited in the meeting

Tutors should wait at least 15–20 minutes in the meeting before marking the learner absent, unless instructed otherwise. Regular missed lessons or lateness must be reported so that the matter can be addressed with the parent.

17. Homework and Practice Work

Tutors are encouraged to give learners practice work where appropriate. Homework should be relevant to the lesson, reasonable in length, clearly explained, and checked in the next lesson where possible.

For exam preparation, tutors should prioritise:

- Routine and frequently tested questions
- Past paper questions
- Questions aligned with the learner's current school work
- Questions that target known weaknesses

Learners improve through practice, not only through watching explanations.

18. Working Towards Exams and Tests

During exam periods, tutors must be intentional and strategic. Tutors should ask learners about their exam schedule, paper structure, topic scope, and available revision material.

Focus areas by learner level:

- Weaker learners: secure marks from routine, predictable, and foundational sections first
- Stronger learners: include more challenging application-based questions once the basics are secure

The goal is to help each learner improve from their current level — not to rush through content they are not ready for.

19. Reporting to Management

Tutors may be required to provide feedback after lessons, especially for demo lessons, one-on-one learners, or learners who are struggling. Good feedback helps the academy communicate properly with parents and recommend the right support.

Avoid:

"The learner is struggling."

Instead, say:

"The learner understands basic substitution but struggles with factorisation and simplifying algebraic expressions. They also need more practice with exam-style questions because they lose marks when the question is phrased differently."

Report concerns early. Issues should not only be raised after the learner has already performed poorly in a test or exam.

20. Tutor Invoices and Payment Processing

Tutors are required to submit invoices to academy management on the 1st of each month. Payments will be processed on or before the 7th of each month.

Invoices should clearly include:

- Tutor name and month being invoiced
- Learner names and subject taught
- Number of lessons completed
- Rate per lesson or agreed payment structure
- Total amount due
- Banking details

Late, incomplete, or incorrect invoices may delay payment processing. Tutors are responsible for ensuring invoices are accurate and submitted timeously.

21. Payment for Demo Lessons

Demo lessons are only paid for if the student continues with Boost Learning Academy and officially registers. If a demo lesson does not result in registration, the tutor will not be paid for that session.

A strong demo lesson provides the opportunity to:

- Build trust with the learner and demonstrate teaching style
- Identify the learner's academic needs
- Show the parent and learner the value of continuing with the academy
- Create confidence in the tutor's ability to support the learner

22. Academic Integrity and Responsibility

Tutors must support learners ethically. Tutors may help learners understand homework, assignments, and school tasks, but they must not complete work on behalf of the learner.

The goal is to teach learners how to think — not to create dependency.

Tutors must encourage learners to:

- Show working and explain their reasoning
- Correct their own mistakes
- Practise consistently
- Take responsibility for their own academic progress

23. Confidentiality

Tutors may have access to learner information, academic marks, parent concerns, and internal academy communication. This information must be kept confidential. Tutors must not:

- Share learner information with outsiders
- Discuss learners with other learners
- Share parent messages publicly
- Share academy documents without permission
- Use academy resources for personal business without approval
- Share screenshots of lessons, marks, or learner information without permission

Confidentiality is a key part of professionalism.

24. Social Media and Public Representation

Tutors must not post learners, lesson screenshots, parent messages, marks, or academy-related material on social media without permission from management.

If representing Boost Learning Academy online or in public, tutors must do so professionally and avoid making public comments or posts that could damage the reputation of the academy.

25. Use of Academy Resources

Tutors may receive access to notes, textbooks, past papers, lesson materials, and internal documents. These resources are provided for academy-related tutoring only. Tutors must not:

- Share academy resources publicly or sell them
- Use academy resources for private tutoring outside the academy
- Forward internal documents without permission
- Remove branding from academy documents without approval

26. Reliability and Accountability

Reliability is one of the most important qualities of a tutor. The academy depends on tutors who honour their commitments, communicate early, take lessons seriously, prepare properly, follow instructions, treat learners with care, and take ownership of their role.

Tutors who are consistently late, unprepared, unavailable, or poor in communication place unnecessary pressure on the academy and negatively affect learners. Professional tutoring requires consistency.

27. Boundaries and Professional Relationships

Tutors must maintain appropriate boundaries with learners and parents. Tutors should not:

- Become overly personal with learners or discuss private matters
- Accept private arrangements outside the academy
- Share personal social media accounts with learners
- Arrange extra paid lessons privately with academy learners
- Discuss academy pricing or internal operations with parents

All academy-related lessons, payments, and arrangements must go through Boost Learning Academy management.

28. When a Learner Is Struggling

If a learner is struggling, respond with patience and structure. Tutors should:

- Go back to foundational concepts using simpler examples first
- Build up understanding gradually
- Give the learner time to think without pressure
- Avoid making the learner feel embarrassed
- Identify exactly where the misunderstanding begins
- Report ongoing challenges to management

The goal is not to rush through content. The goal is to help the learner understand and improve.

29. When a Learner Is Not Participating

If a learner is quiet, distracted, or not participating, tutors should try to engage them respectfully by:

- Asking direct but gentle questions
- Letting the learner attempt small steps to build momentum
- Using simpler questions to build confidence
- Encouraging the learner without pressuring them

If the learner continues to show poor participation, this must be reported to management.

30. Working With Different Academic Levels

Tutors must understand that learners are not all at the same level and adjust their approach accordingly.

Weaker Learners	Stronger Learners
<ul style="list-style-type: none"> • Basic concepts and routine questions • Step-by-step methods • Confidence building and repeated practice 	<ul style="list-style-type: none"> • Exam technique and application questions • Problem-solving and time management • Higher-order and challenging questions

31. Final Tutor Commitment

As a tutor at Boost Learning Academy, you are expected to commit to the following:

"I understand that my role as a tutor is to provide professional, structured, and reliable academic support to learners. I commit to preparing for lessons, communicating responsibly, conducting myself professionally, supporting learners with patience, submitting required feedback and invoices on time, and upholding the standards of Boost Learning Academy at all times."

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