



ARAN



Maths and Engineering Tutor

Education

Mechanical and Materials Engineer

University of Cambridge: Class I MEng, BA (2016-2020)

A-levels: 4 A*s (maths 99%, further maths 100%, physics 98%, fine art 99%)

GCSEs: 10 A*s

Teaching Experience

I have been giving one-off catch-up sessions and longer courses of tuition to many students over the past four years in physics and maths, focusing on A level maths and further maths. I have a strong knowledge of the Cambridge admissions system for engineering and have a particular specialisation in mechanics.

Testimonials

“Aran tutored me maths through my final year of 6th form. As Aran and I were friends, we would sit down together to revise. I would normally practise with past papers; which Aran would mark. When he had finished, we would go through the past paper with Aran explaining where I had gone wrong and how I should have approached the question. Aran’s confidence in his own ability was incredibly beneficial as he knew exactly how to answer each question and his understanding of the topics was such that he could break the problems down so that I had a hope of understanding it. It was such a blessing having Aran tutor me as it made maths much more enjoyable and by the end, I was beginning to understand the maths beyond knowing enough to answer the questions. I left 6th form with a B in maths (having been predicted a D) which shocked the teachers as much as it shocked me!” (A-level student)

“My son saw Aran for GCSE physics and he was excellent”

“Very knowledgeable. Focused on and solved my problems. Friendly and approachable, would recommend” (A-level maths)

Tuition Approach

My teaching methods adapt to the student and their goals. I like to go to the fundamentals and really probe the student’s understanding before building up to the most challenging questions.





The aim is to be able to spot how to solve any question, rather than just mindlessly following the same methodology and then getting stuck when the question changes from what the student has seen before. This is the difference between an A* student and a student who achieves 100% (the level needed for Oxbridge). I ask the student to talk through their thought process as they go, keeping them on the right track if needed. I strongly encourage students to continue working through challenging problems in their own time and will spend the start of any session discussing any difficulties they faced during this “homework”.

