

# Earn with Rupali

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## Math Tutor Interview Preparation Guide

*Fill in your details and answer with confidence*

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5 Essential Interview Questions

What to Say · How to Say It

Placeholders for Your Personal Details

Coaching Tips Included

[earnwithrupali.com](http://earnwithrupali.com)

## HOW TO USE THIS GUIDE

1. Find the yellow highlighted boxes — those are YOUR personal details to fill in.
2. The answer text in each section is a guide — adapt it in your own words.
3. Blue boxes are coaching tips to help you deliver the answer confidently.
4. Practice saying your answer out loud before the interview.

## Question 01

### Tell us about yourself.

*Hi, I am [YOUR NAME]. I have [X] years of experience teaching mathematics to students at [school / undergraduate / competitive exam] level.*

*I completed my [YOUR QUALIFICATION] from [YOUR INSTITUTION], which gave me a strong foundation in the subject. Since then, I have been passionate about making mathematics simple and accessible for every kind of learner.*

*I have worked with students preparing for [EXAMS YOU COVER — e.g. JEE / GCSE / SAT / Board exams], and I teach in [LANGUAGE/S]. I believe every student can learn math — they just need the right explanation at the right time.*

[ Your Full Name ]

[ Your Qualification — e.g. B.Sc. / M.Sc. / PhD in Mathematics or Physics ]

[ Your Institution — e.g. Delhi University / IIT / Local College ]

[ Years of Teaching Experience ]

[ Exams / Levels You Teach ]

[ Languages You Teach In ]

#### COACHING TIP

*Keep your intro under 90 seconds. Lead with your teaching experience first — interviewers care more about that than your academic title.*

## Why are students fearful of Mathematics?

**One bad experience sticks:** A harsh teacher, a failed test, or one concept they didn't understand — and suddenly a student believes they are just not a math person. That label follows them for years.

**Math feels like a performance:** Answers are right or wrong. Students fear looking foolish in front of others, so they stop trying rather than risk being wrong.

**Gaps in foundation:** Math is cumulative. If fractions weren't clear, algebra feels impossible. Fear is often not about the current topic — it is about everything underneath it.

**Too many formulas, not enough 'why':** When students memorise without understanding, one forgotten formula means total collapse. Fear grows when math feels like a magic trick they were never let in on.

**No safe space to ask questions:** Many students suffer in silence because they are embarrassed to ask basic questions. A non-judgmental environment changes everything.

### COACHING TIP

*This answer shows empathy. End it by saying — 'That is exactly why I teach the way I do.' It connects the question to your teaching style naturally.*

### Question 03

## How do you help a student when they are stuck in Maths?

*The first thing I do is not give them the answer. I ask them to tell me what they do understand — even one step. That tells me exactly where the understanding breaks down.*

*Then I trace back. If a student is stuck on algebra, it is often a fraction or a sign error underneath it. I find that gap, fix it quickly, and return to the original problem. Suddenly it is not hard anymore — it was just a missing piece.*

*I also change the representation. If they are stuck on numbers, I draw it. If they are stuck on a diagram, I turn it into a story. The concept does not change — but the entry point does.*

*And I always celebrate the moment it clicks. A student who has been afraid of math for years needs to feel — 'I can do this.' Once they feel it once, the fear starts to break.*

### COACHING TIP

*This is a method question — interviewers want to see your process, not just your enthusiasm. Walk them through your actual steps clearly.*

#### Question 04

### How would you explain fractions to a struggling student?

*The first thing I never do is open with numbers. If I write  $1/2$  on the board straight away, I have already lost them.*

*I start with a real-life question — 'If we have one chocolate and share it equally between two friends, how much does each one get?' They say 'half' immediately — without me teaching anything. That is the moment I say: that is exactly what a fraction is.*

*Then I explain simply — the bottom number tells you how many equal pieces the whole is cut into, and the top number tells you how many pieces you are taking.*

*I always address the most common confusion early — students think one-half is smaller than one-quarter because 2 is smaller than 4. I draw it. A pizza cut into 2 pieces versus 4 pieces — they see immediately that more cuts means smaller pieces.*

*My rule is always: build the picture first, then bring in the symbol. Never the other way around.*

#### COACHING TIP

*Interviewers love specific examples. Using the pizza or chocolate illustration shows you have real classroom instincts, not just textbook knowledge.*

Question 05

**Share an experience where you helped a struggling student.**

*I once worked with a student who was preparing for [EXAM NAME]. They were [DESCRIBE THE STRUGGLE — e.g. completely stuck on algebra / terrified of word problems / failing every mock test].*

*When I sat with them, I realised the problem was not the current topic — it was [ROOT CAUSE — e.g. a gap in fractions from years earlier / lack of confidence / wrong study method].*

*I changed my approach. Instead of [WHAT YOU STOPPED DOING], I [WHAT YOU DID DIFFERENTLY — e.g. used everyday examples / slowed down / drew every concept visually].*

*After [TIME PERIOD — e.g. 3 sessions / 2 weeks], something shifted. The student [RESULT — e.g. scored 85% in their next test / passed the exam / started enjoying the subject].*

*That experience reminded me why I teach the way I do. It is never really about the formula — it is about finding the right door for that one student.*

[ Exam or Level the student was preparing for ]

[ Describe the student's struggle in 1 sentence ]

[ What was the root cause you identified ]

[ What you did differently in your teaching ]

[ The result — test score, exam passed, confidence improved ]

[ Timeframe — how long it took to see improvement ]

**COACHING TIP**

*Use a real story if you have one — even a small win counts. Interviewers remember stories far more than generic answers. Keep it under 2 minutes when speaking.*