

ENGAGE
ENLIGHTEN
EMPOWER

Educore Services
PO Box 110506
Solwezi, Zambia
Telephone: +260 969 45 78 53
tc@educoreservices.com
www.educoreservices.com

TRIDENT
COLLEGE
SOLWEZI



Candidate Pack

Head Teacher, Trident College

For August 2025 or January 2026





Dear Candidate,

Please find enclosed further details about the Head Teacher role at Trident College, Zambia.

Trident College is located in Solwezi in the North Western Province of Zambia, on a 113-hectare estate and game reserve. The school was established in January 2014 with the aim of not only serving the need for high quality education of the surrounding mining community, but also to attract students more widely from Zambia and southern Africa. The school was commissioned and continues to be supported by First Quantum Minerals. Two thirds of the student population are boarders.

Students hail from 14 different countries; three quarters of the student population are Zambian and 20% are from other African nations. Other nationalities include Indian, Peruvian and American, and the school demographic widely reflects the international makeup of FQM's employees.

The College is fed by the three Trident Preparatory schools and offers the Cambridge International Examinations (CIE) curriculum to boys and girls from year 7 to year 13 (A-levels). Trident is part of the ISASA (Independent Schools of Southern Africa) and ISAZ (International Schools Association of Zambia) associations and enjoys active collaboration with other schools in the region because of this.

The Trident group of schools is operated by Educore Services, which also operates two other school groups (Sentinel and Frontier) aimed at national and regional Zambian students, and the Educore Academy, which runs in-service teacher training and continuing professional development to our schools, the government and other external partners. There are currently eight schools in the wider Educore family.

Today, 2500 pupils are being educated at our schools, with Trident College as our flagship. Trident schools' objective is to offer the finest private education available in Zambia, competing with the most prestigious private schools in Africa. The schools offer the Cambridge Primary curriculum blended with the IPC (International Primary Curriculum) at the three preparatory schools, and IGCSE and Cambridge A-levels in the upper years. The curriculum taught reflects the diverse student cohort and aims to cater for both our significant numbers of expatriate students and our Zambian students from across the nation.

Do please feel free to contact me or Austin Clarke (our Executive Head, Trident Schools in Zambia) with any further queries about the role. If interested, we would also be happy to arrange an informal telephone discussion with our senior team members to help you decide whether this role is for you.

Best wishes and thank you for your interest.

A handwritten signature in black ink, appearing to read 'Andrew Whittall'.

Andrew Whittall

CEO Educore Services



1. Introduction to Educore Services

1.1 Overview

Educore was formed in 2013, with the vision of creating a generation of engaged, enlightened and empowered learners and teachers. Our mission is to provide quality education through all our family of schools, institutions and programmes. We are dedicated to nurturing the potential of each student and fostering a culture of academic excellence, holistic development, and global citizenship. Through high quality teaching, community engagement and curated learning environments, we aim to empower our people to have a positive impact on the people and places around them.

The Educore group currently comprises eight schools and a teacher training academy, situated across Solwezi, Kalumbila Town, and Lusaka. The schools interact very regularly, and the staff and leaders work together, with a focus on collective excellence and the intention to improve educational standards not just within our own schools, but across the region.

Educore Services			
Trident Schools	Sentinel Schools	Frontier Schools	Educore Academy
Trident College	Sentinel Kabitaka Secondary	Frontier Nkisu Primary	Teacher Training
Trident Prep Solwezi	Sentinel Kabitaka Primary		Cambridge CPDQs
Trident Prep Kalumbila	Sentinel Kalumbila		CPD
Trident Prep Lusaka			Partnerships

Group	Public Exams & Curriculum	Current student numbers
Frontier Schools	Year 7 ECZ (Examinations Council of Zambia) School Certificate Zambian National Curriculum enhanced with Cambridge Lit/Num	780
Sentinel Schools	Year 7 & Year 9 ECZ School Certificate, IGCSEs (AS & A Levels from 2025). Cambridge, IPC & National Curriculum blend	1,150
Trident Schools	Preps: Year 6 Cambridge Checkpoint College: Year 9 Cambridge Checkpoint, IGCSEs, AS and A Levels Cambridge curriculum enhanced with IPC at primary stage.	550
Educore Academy	TCZ (Teaching Council of Zambia) certified CPD programmes CPDQ (Cambridge Professional Development Qualifications) Diplomas In-house programmes, training and other support.	15

1.2 Trident Schools

Vision: Unlock the potential within each child, as we prepare them to take on the mantle of global citizenship in a dynamic and changing world.

Mission: Support students to develop critical thinking and problem-solving skills through meaningful interactions and a caring, child-centred education from teachers from around the world.

Education at all Educore schools, including the Trident group, is founded on our six pillars:

1. Academic Excellence
2. Co-Curricular Breadth and Depth
3. Pastoral Care
4. Social Responsibility
5. Teachers and Teaching
6. Sustainability

Trident College runs from year 7 to year 13 and is coeducational throughout. The school offers both boarding and day in all year groups, with usually around two thirds of the school population boarding.





The schools offer a blend of the Cambridge Primary curriculum in core subjects, enhanced by the IPC (International Primary Curriculum) at the prep schools, followed by IGCSE and Cambridge AS and A Levels. The curriculum reflects our pride in our diverse international cohort of students and staff and our Zambian context. The education offered deliberately channels the six pillars, with the aim of developing rounded individuals who live our values of responsibility, respect, reflection, integrity, and innovation.

The prep schools run from Nursery or pre-Nursery to year 6, also coeducational. The preps are day schools, although a small Year 6 boarding house is open for those students who require it at the College.

Each school is situated in beautiful grounds, with exceptional sporting and co-curricular facilities.

1.3 Sentinel Schools

Vision: Empowering futures, enriching lives: Sentinel schools leading excellence in education.

Mission: Empower tomorrow's leaders to be self-reliant, responsible, innovative citizens who will add value to society by leading sustainable change and providing knowledge and skills for future development.

The Sentinel schools provide all-through education on three school sites, with Sentinel Kabitaka and Sentinel Kalumbila primary schools feeding Sentinel Kabitaka secondary. All three schools are fully coeducational.

While the primaries are both day schools, the secondary is blended boarding and day, with similar proportions of day to boarding scholars as at the College.

These schools offer outstanding education with an international feel to mainly Zambian students from across the country. Sentinel runs national exams (Grades 7, 9 and 12) alongside IGCSEs, and A Levels are to be introduced in the coming year to align with the new (ZECF) Zambia Education Curriculum Framework. These schools also all enjoy beautiful campuses and good sporting and co-curricular facilities.



1.4 Frontier School

Vision: Provide a firm educational foundation that fosters the curiosity of children and supports them to become well-rounded individuals who excel in their educational journey.

Frontier Nkisu school, based in Kalumbila, runs from Nursery to year 7. It was founded with the purpose of answering the significant need for outstanding education at a level affordable to the local community, giving parents who would otherwise have to fall back on the pressurized government schools a choice, and improving access to excellence through its low-cost private school model.

It is a coeducational day school which runs the national curriculum, enhanced in some areas with Cambridge and IPC and a focus on foundational skills in Literacy and Numeracy. We hope to expand this model into secondary, and replicate in the future.



1.5 The Educore Academy

Vision: To enable outstanding educators to nurture and create a generation of engaged, enlightened and empowered trainees.

The Educore Academy was founded in 2014 as Zambia's first practice-based initial teacher training college. It trains a small cohort each year (usually around 15 participants) on a fully practice-based programme in all our Educore schools. Participants are outstanding graduates who undertake a fast-track one year Diploma fully embedded in Educore schools, with the dual aim of getting excellent practitioners (who often might not otherwise have considered teaching) into our classrooms, and of supporting the government in its drive to professionalise and improve the standard of teaching across the country.

The Academy is certified to offer CPDQs and CPD courses and has recently received generous funding from the Beit Trust to expand the training programme to other ISAZ schools, and potentially into government schools depending on the success of the pilot phase.



2. Information about Trident College



2.1 The Six Pillars

The education we provide aims to support students to develop with self-discipline, self-esteem, intellectual endeavour, and a sense of adventure. We ask our students to act as adaptable young people who can perform in a team, while stepping up to lead one when called. Every day our students demonstrate the importance of these and their own personal values to us, and we are endlessly impressed by their community spirit and well-mannered outlook.

As mentioned above, a Trident education is founded on our six pillars. In practice, this looks like:

Academic Excellence

Our academic delivery is rigorously benchmarked against Cambridge Assessment International Education standards. Students sit for external IGCSE, AS Level, and A Level examinations in Years 11, 12, and 13, respectively. These results consistently rank among the best in the country, with pathways leading to diverse fields such as STEM, Commerce, Tourism, Technology, and Humanities.

For instance, in 2023, an impressive 45% of our A Level cohort achieved A* and A grades, exemplifying the high academic standards and dedication of our students and staff.



Co-Curricular Breadth and Depth

At Trident College, we encourage both mastery and breadth of experience. While the College offers more than 45 co-curricular activities (CCAs), we take great pride in cultivating national-level swimmers, athletes, artists, and golfers. Each year, Trident students achieve top positions in various sports at the national and regional levels. Equally, we emphasize creating opportunities for students who may not naturally gravitate toward sports or other CCAs, helping them develop habits and confidence that will serve as a strong foundation for life, while exploring activities that bring them joy.

Outdoor Education (OE) plays a meaningful role in our curriculum, with every Trident student participating in an annual camp. Our bespoke OE program fosters leadership, critical thinking, and other vital skills as students progress through school. Each year group embarks on a camp with a specific focus, guided by internal facilitators. Year 7 and 8 camps emphasize "Trident Identity," Year 9 focuses on "Physical Challenge", Year 10 on "Personal Mastery", and Year 11 on "Future Thinking". A highlight of the Year 11 program is a four-day expedition to Meheba Refugee Camp, where students engage in service activities and gain insights from the community there. In Sixth Form, the focus shifts to Leadership, as senior students step into roles as Learner Leaders and Mentors for the school community.



Throughout their journey at Trident, students are encouraged to complete all levels of the Duke of Edinburgh Award. Additionally, students have had the opportunity to participate in extraordinary trips to destinations such as Everest Base Camp, Europe, Zimbabwe, and South Africa.

Pastoral Care

Our primary goal is to ensure that every child in our care feels safe and happy. This commitment remains a cornerstone of school life, and we continuously strive to improve in this area. Each pupil belongs to a Tutor Group of approximately 15 students, where the Tutor Teacher takes responsibility for their comprehensive pastoral care. This includes closely monitoring each tutee's participation in the wide range of academic and co-curricular programmes offered at Trident.

This 'golden thread' of care is interwoven with our mission to prepare students for the global contexts in which they will live and work. To achieve this, we emphasize the development of a strong sense of self, guided by our core school values: integrity, reflection, responsibility, innovation, and respect. Simultaneously, we nurture a strong sense of community through our outdoor education initiatives and social responsibility programmes.

Social Responsibility

At Trident, we aim for our alumni to leave school with a deep understanding of what it means to forge meaningful, mutually beneficial partnerships – especially with those who may have different backgrounds or experiences. Through practical experiences, our goal is to cultivate students who become valuable contributors to their communities and society at large.

During their time at Trident, all students engage in a variety of internal and external service activities, many of which are increasingly student-led. We have established enduring partnerships with local orphanages, special schools, government schools, and teachers. Our approach prioritizes collaboration over donation, focusing on shared resources and capacity-building for mutual benefit.

This commitment to social responsibility takes many forms:

- Organizing Continuing Professional Development (CPD) sessions for community teachers.
- Hosting students from local secondary schools to use our science labs for practical experiments.
- Building connections through weekly chess matches and sports games with children from nearby orphanages.

Through these initiatives, we aim to create a legacy of compassionate, community-oriented individuals.

Teachers and Teaching

A classroom at Trident should be a place of active learning, where students are able to think critically and deeply, and where the onus is on analysis and original thought over repetition of learnt facts or opinions. We expect teachers to be cognisant of global and national developments (for example, in AI and how it affects teaching & learning), and to apply intelligent rigour and continual reflection to their teaching by using student data and through collaboration with colleagues. We place significant emphasis on a growth mindset for staff as well as students, and purposefully drive opportunities for internal and external CPD and ongoing training to ensure our staff are equipped to prepare their students for the paradigm shifts occurring globally.



Sustainability

The long-term success of Trident College hinges on our comprehensive sustainability strategy. Our vision is to remain Zambia's leading provider of broad-based education for generations to come. Achieving this ambition requires a robust approach that combines strategic marketing, sound financial planning and discipline, and an adaptive embrace of the digital revolution.

The Head of College collaborates closely with the heads of key departments and the Executive Head to align efforts and support the College in achieving its ambitious goals. Together, they ensure that sustainability remains at the core of the school's operations and development.



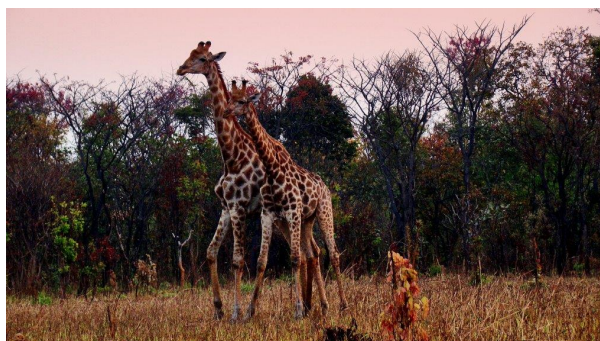
2.2 Location

The North Western Province is situated near the Congolese and Angolan borders, and is a wild forested region hosting a number of rare bird species. Solwezi, the schools' nearest big town, is one of the fastest growing towns in Africa, with people and investment flooding in to support the mining activities taking place in the region. We are in an interesting area of fast development and significant potential, and although this comes with inevitable challenges, the future of the region is bright. The town is busy and has a number of supermarkets, shops, restaurants and bars. The safety and condition of the roads has improved significantly over the last few years and Solwezi is now relatively well connected to the Copperbelt, Kalumbila and Lusaka. Multiple daily flights run to Lusaka and other domestic destinations.



The College has the luxury of a pristine natural environment, surrounded as it is by 100ha of protected game park. This is a unique learning environment, providing outstanding opportunities for students and staff to develop in our safe and exciting grounds. We enjoy contact with an amazing variety of birds and wildlife in school, and every day we can cycle, walk or drive out to find the park's giraffes and other mammals, reptiles and birds.

Staff housing is beautiful, modern and well built and maintained, and our hard work is balanced by the magnificent environment in which we live and work.



2.5 Student Numbers

We currently have 323 students at the College, the greater proportion of whom are boarders (B). The breakdown below was calculated in August 2024.

August					TOT
B		D			
M	F	M	F		
11	5	9	9	34	
18	15	6	5	44	
19	21	6	4	50	
30	21	5	11	67	
18	16	8	3	45	
24	20	7	2	53	
7	20	1	2	30	
127	118	42	36	323	
245		78			

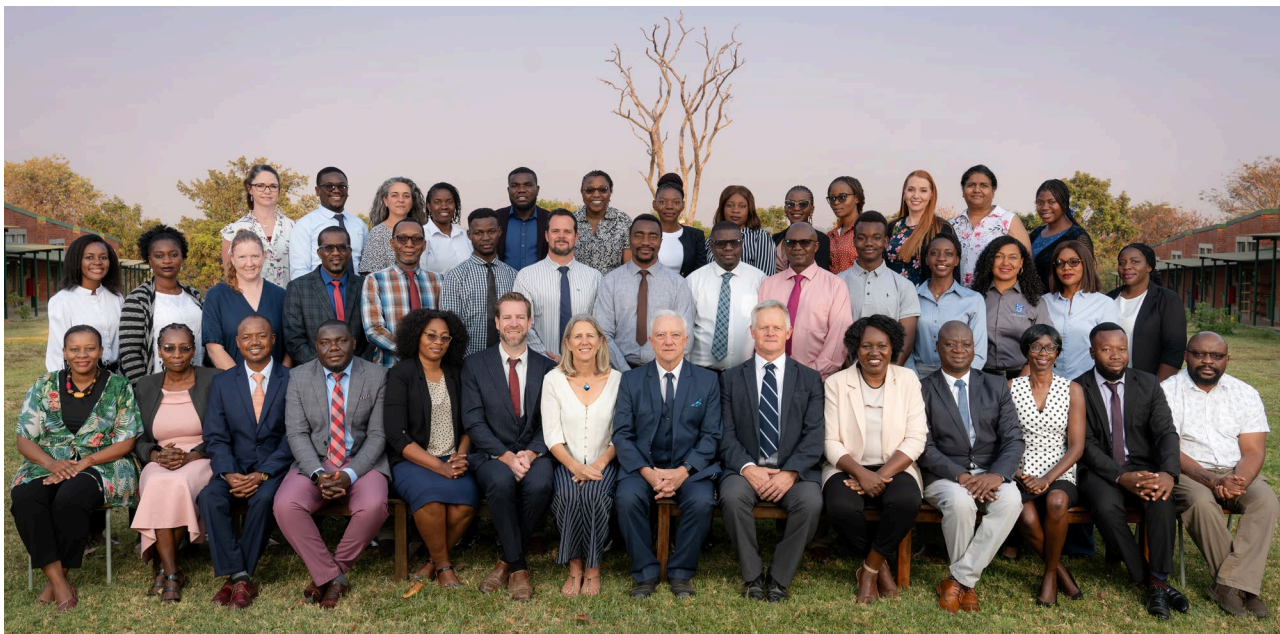
Country	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	TOT	%
Australia			2		1					3	1%
Britain							2			2	1%
Botswana					1					1	0%
Congo DR			3	1	1	4	3	3		15	5%
India			2	1		3		2		8	2%
New Zealand									1	1	0%
Chinese			1			1				2	1%
Peru					1	1			1	3	1%
Italian				1		1				2	1%
South Africa			8	3	3	6	8	4		32	10%
American				1		2	1			4	1%
Zambia			17	32	42	47	28	42	27	235	73%
Zimbabwe				1	2	3	2	3	1	12	4%
Nigerian				1			1			2	1%
Ukranian				1						1	0%
										-	0%
										-	0%
										-	0%
										-	0%
										323	

The greater proportion of Trident students come from Zambia. Above you find the detailed statistics of nationalities at the College in August 2024.



2.6 Staffing

Our staff are a mixture of nationals and expatriates, reflecting the student body, and recruitment places an emphasis on subject knowledge and pedagogical experience. Below you find a breakdown of nationalities of College staff in 2024.



Pos	Department	Trident College
1 Nationalities Countries		
1.1	Zambia	82
1.2	Zimbabwe	3
1.3	RSA	8
1.4	British	2
1.5	Resident	1
1.6	Other	1
	Total	97



2.7 Affiliations

Trident Schools are part of the ISAZ (Independent Schools Association of Zambia) and ISASA (Independent Schools Association of Southern Africa) and registered as a Cambridge Assessment International Education School.





3. Job Description – Head Teacher Trident College

The Head of Trident College reports to the Executive Head Trident Schools. As part of a larger organisation providing various educational services, the Head of Trident College will need to collaborate effectively and well with other members of the organisation in their position as a representative of Educore's senior management team.

The successful candidate will provide strong direction and guidance to Trident College, as well as working closely with the prep schools, with clear vision and innovative strategic development to realise Trident's future ambitions in line with the school's unique context. The new Head will combine strategic leadership experience with highly effective and sensitive management skills and strong intellectual abilities.

As a visionary leader, the new Head will inspire a growing senior management team and a staff and student cohort hailing from all over the world, and will always embody the values of responsibility, respect, integrity, innovation and industry by which we abide. They will demonstrate a passionate commitment to the Trident ethos and culture, and will be able to identify and embody those principles considered important by our stakeholders, including parents and the wider community.

The Head of the College will therefore be responsible for:

- Ensuring all academic, staffing, administrative, financial and pastoral conditions for Trident College are achieved and to define and following the vision, mission, principles and goals of an Educore School and of the College itself.
- Working in partnership with other Educore entities to ensure the long term stability and development of the institution.
- Providing ethical leadership in all areas, including engendering and carrying out the Educore values of responsibility, respect, industry, integrity and innovation, and being an example of professionalism and leadership within the community.

Main Duties & Responsibilities

Leadership

1. Establish and maintain uninterrupted communication flows with the CEO, the Executive Head Trident Schools and other members of the leadership team through the revision and implementation of a standardised monthly reporting system
2. Foster and maintain excellent levels of communication between the school and the parental community
3. Support ES leadership to continuously review and improve the College's annual strategic and developmental plan, including HR growth, to achieve sustainability and a high level of excellence in all identified areas.
4. Implement wider strategy and policies as defined and approved by Educore
5. Set up and attend all necessary regular and irregular Head of School and other senior leadership meetings

Educational Attainment & Delivery

1. Have a keen interest in the academic development of the school and a clear understanding of educational policy in terms of pedagogy and curriculum content
2. Lead the curriculum development in direct coordination with the responsible Heads of Departments to position Trident College as the best possible choice in the Zambian private schools market
3. Review and oversee the continued development of a blended learning approach with ICT integration, a focus on literacy and numeracy across the curriculum, and the inclusion of elements of the Zambian Social Studies curriculum in KS1, 2 and 3 documents
4. Review and continually develop a cross-curricular learning philosophy in KS1, 2 and 3
5. Review and continually develop the KS4 programme to ensure the best possible option choices for students through KS3-5, and plan for and deliver excellent examination results in Years 11, 12 and 13.



6. Conduct parent-teacher liaison activities including workshops, parents evenings and teacher-parent phone calls, emails and other conversations to ensure strong links with parents and improve the dialogue between the classroom and the home
7. Manage admissions testing year on year, including reviewing materials used
8. Monitor, review and improve tracking systems for students' academic progress, including the Value Added index to measure progress achieved
9. Research and develop the College's offerings in all academic areas with the support of the ED department, to remain at the cutting edge of teaching and learning thought and pedagogy.
10. Ensure all school handbooks, policies and curricula are regularly reviewed, relevant and useful.

Students and Pastoral Care

1. Supervision of enrolment of students according to the admission policy
2. Regularly review the student record to ensure it is accurate and up-to-date, in direct cooperation with the responsible Heads of Department.
3. Establish a culture of encouragement and high expectations for both students and staff, including leading on issues of student conduct, rewards and sanctions and driving the implementation of relevant activities, ceremonies and rewards.
4. Ensure the development and implementation of all required health and safety measures is taking place, both at school and on school trips, and be finally responsible for the health and safety of students and staff in the school's care.
5. Develop a relevant and engaging PSHE programme for the school, and ensure high levels of pastoral care from Tutors, Housemasters and all other staff
6. Maintain and expect very high levels of discipline, community and respect in all areas of school life.
7. Run and develop assemblies for the school in line with philosophy and school vision statements

Staff Body

1. With the support of the HR department, ensure an appropriate and well organised HR structure in all areas of the school, including staffing projections, appraisal, contract renewal and termination and interviewing procedures including all necessary reference, qualification and police clearance checks
2. Develop and review annual staffing plans, including termly updates and consideration of Educare Academy graduates
3. Supervise the implementation of all standard HR procedures (SOPs) as delegated to the relevant member of the school's management team
4. With the support of the HR department, regularly review and develop all HR policies, guidelines and terms and conditions according to national regulations and school requirements
5. Ensure the appraisal system is properly implemented and used objectively and carefully in a supportive atmosphere, including implementing regular training for appraisers and appraisees, and reviewing and feeding back to the ED department on its efficacy and necessary changes.
6. Maintain regular formal and informal communications within the Trident College staff community (full regular staff meetings, smaller department and individual meetings, socials etc.)
7. With the support of the ED department, use the appraisal system and other information to regularly establish and address individual and group CPD needs, including developing and implementing a robust and responsive termly CPD INSET and pre-service induction for new staff.
8. Support the Teacher Training Coordinator in the in-school activities of the Educare Academy
9. Work constructively with HR and FQM housing on housing allocation, inventory management and tenancy agreements
10. Exhibit and continuously develop cultural and organizational intelligence when communicating with stakeholders from a diverse range of backgrounds



Financial Management

1. Review and develop strong financial planning and monitoring for the institution in direct cooperation with the Finance Department, GM and other relevant stakeholders, including all required SOPs for planning, monitoring and reporting
2. Develop and use a robust medium-term strategic financial planning tool as part of the wider strategic planning of the institution

Strategy

1. Development and regular review of a robust and inclusive school development plan (covering all necessary areas for the ongoing development and progression of the school, including curriculum, facility development, staffing, marketing, vision, teaching and learning, staff development, financial management, launch of new services and improvement of existing ones, etc.)
2. Ensure that the culture of the College and the attitudes and professionalism of students and staff always embody the vision, mission, standards and values of the company.

Accreditation

1. Ensure required ongoing and initial accreditation of Trident College with GRZ (annually), Cambridge, ISAZ, ISASA and any other desirable other institutions, including the supervision of the implementation of required changes based on inspections and accreditation visits.

Marketing

1. In collaboration with colleagues, supervise the development and implementation of an efficient and successful cross-cutting marketing strategy to raise awareness and promote Trident College in the local and national community, and ensure its implementation is timely and cost-efficient.
2. Supervise the development and running of annual Open Days, events, and virtual and actual visits to attract and inform potential new parents and families, and ensure all events are conducted in an environmentally and culturally appropriate way, and in line with any national policies or laws.

Community

1. Foster and develop strong positive links between parents, staff, students and the local community
2. Promote a positive school culture of encouragement, continuous improvement and high expectations for students and staff in all areas
3. Communicate information to parents on a regular basis through individual and group contact and official Trident College and other newsletters
4. Conduct regular surveys or investigations to establish client and stakeholder satisfaction, and act on the results to ensure continuous improvement

Resource Management

1. Oversee and manage the annual resource order in conjunction with the procurement budget, including checking all resource management by individual school departments regularly over the course of the year
2. Coordinate all purchases for the school in line with the budget and robustly upheld financial policies
3. Link with the Estates Manager on all operational items including the management of services of external service providers (such as cleaning, catering, security, etc.)
4. Lead in achieving organizational objectives by managing school resources innovatively and accountably within any existing or forecast budget constraints



Organisation & Reporting

Working in close cooperation with the following staff members:

- Executive Head Trident Schools
- Heads of Trident Prep Schools
- Finance Manager
- Human Resource Manager
- ICT Manager
- Executive Head and Heads of Sentinel Schools
- Educore Academy Principal

Performance Management

Performance management for this role will be based on:

1. The overall financial management of the institution based on the budget approved by the CEO and FM and adherence to financial sustainability
2. The achievement of defined development steps within the agreed timeframe as set out in the school development plan
3. Annual performance management by the Executive Head, CEO and other neutral parties according to a defined procedure
4. Annual 360 degree appraisal according to defined procedure

Qualifications and Skills

1. Tertiary Degree (BA/BSc or BEd)
2. Masters or PhD in Education (desirable)
3. Strong skills in marketing and financial management
4. Excellent experienced teacher with a demonstrable understanding of the importance of student-centred teaching & learning pedagogies
5. Proven senior leadership skills including the ability to create and drive forward a collective vision and culture
6. Proven skills in working sensitively in a multicultural environment
7. Proven excellent communication skills with staff, students, parents, business partners and other relevant stakeholders
8. Extremely high standards of professionalism at all times, as a leading representative of the organisation
9. Highly professional and ethical stance in all areas of work life, in and out of school working hours
10. Ability to think strategically and cost effectively for the sustainable growth of the school
11. Technologically proficient, including familiarity with the Microsoft office suite and School Management Systems, and the desire and impetus to lead the strategic deployment of modern integration of ICT into the school curriculum and be an advocate in supporting the use of Ed-Admin.

Experience

Previous demonstrable experience and expertise in the following areas in an educational or corporate environment will be a distinct advantage:

1. Previous headship or senior management experience in leading a school or group of schools, including administrative and financial planning
2. Proven leadership experience in an international school setting in Africa for minimum of five years
3. Experience working in a co-educational day and boarding environment, with an ethnically diverse staff and student cohort
4. Understanding and knowledge of the African context, with an understanding of Zambian culture as an added advantage
5. Understanding and working knowledge of Cambridge programmes. Experience running other programmes such as the International Baccalaureate are also an advantage.

Remuneration Package

The successful candidate, following negotiation, will be appointed on an initial five year contract on successful completion of a probationary period. Salary and benefits are competitive and will be commensurate with the responsibilities of the position.



4. Application Process – Head Teacher Trident College

Key dates

Closing Date:	28 th February 2025
Longlist interviews (MS Teams/Telephone):	3 rd - 7 th March 2025
Shortlist interviews (MS Teams):	10 th - 14 th March 2025
Final interviews at Trident College in Zambia:	22 nd – 25 th March 2025
Final decision, offer and negotiation completed:	End of March 2025

To apply send your CV, covering letter and references to headrecruitment@trident-college.com.

For an informal discussion please email either Andrew Whittall (CEO) or Austin Clarke (Executive Head Trident Schools) at headrecruitment@trident-college.com

References

Please include within your application the names, job titles, email addresses and telephone numbers of three referees, including your current and past employers or line managers.

We will need to collect full references before shortlist interviews, but if you have a specific preference that we do not contact one or more of your referees, please notify us of this. Please rest assured that no referees will be contacted until Educore has received your specific consent to do so.

Qualifications, Identification, Health and Background Checks

Please note that you may be required to bring documentation to interview providing proof of your identity and qualifications. You may also be required, within the final appointment process, to undergo a health check and relevant background checks as part of the school's recruitment and safeguarding procedures.

Educore Services and Trident College are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful candidate will be required to undergo relevant background checks.