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TRIDENT
COLLEGE
SOLWEZI



Candidate Pack

Boarding House Parent, Trident College

For August 2026





Dear Candidate,

Please find enclosed further details about the Boarding House Parent 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 to serve the surrounding mining community's need for high-quality education and attract students from Zambia and Southern Africa. First Quantum Minerals commissioned the school and continues to support it. 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.

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 school offers the Cambridge Lower Secondary, IGCSE and Cambridge A-level qualifications.

Please feel free to contact me with any further queries about the role. kate.cowling@trident-college.com

Best wishes and thank you for your interest.

Kate Cowling

Head



1. Introduction to Trident College

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 approximately 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 Cambridge Lower Secondary, 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.



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 per-



form 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 2025, an impressive 100 % pass rate of our A Level and IGCSE cohorts, with more than a quarter of all results being A* and A grades, exemplifies 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.

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 investments 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 several 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.

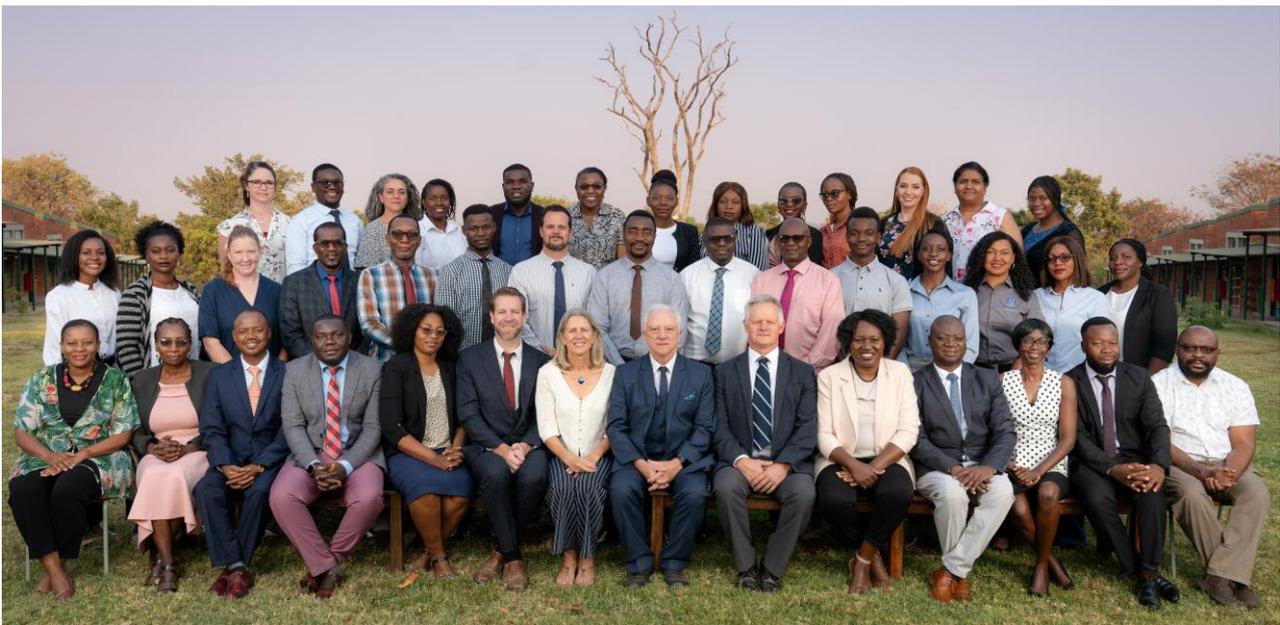


2.5 Student Numbers

We currently have 338 students at the College, the greater proportion of whom are boarders (B). The majority of Trident students come from Zambia but currently, we have 15 nationalities represented at Trident.

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.



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 – Boarding House Parent

The prime role of the Boarding House Parent is to provide strong pastoral leadership within a full boarding environment. The Boarding House Parent is required to lead, manage and develop the boarding house to ensure it achieves the highest possible standards of care, safety, structure and community life. This is a management role and carries significant responsibility.

3.1 Leadership and Management

As a Boarding House Parent, you will lead and manage the boarding staff team, fostering a professional, collaborative and high-performing culture within the house. This includes delegating responsibilities such as duty rotas, supervision, routines, behaviour management, communication, and weekend programming to ensure the smooth running of the house.

You will chair regular boarding house meetings, maintaining clear records and ensuring agreed action points are followed through consistently. Leading by example, you will set the tone for the house, modelling professionalism, warmth, fairness and high expectations. You will also play a key role in mentoring and supporting boarding staff, including new or developing colleagues, ensuring they are confident and consistent in routines, safeguarding and pastoral practice.

3.2 Quality of Pastoral Care and Student Wellbeing

As Boarding House Parent, you will be responsible for ensuring the highest standards of pastoral care within the house. You will develop a strong, relational boarding culture where pupils feel safe, known, supported and challenged to grow in independence and maturity.

You will oversee student wellbeing, behaviour and house standards, ensuring clear routines are in place and consistently upheld. This includes managing discipline fairly, responding appropriately to safeguarding concerns, and ensuring pupils receive timely support when issues arise.

You will monitor attendance, health concerns, emotional wellbeing and peer dynamics, working closely with tutors, house staff, the school counsellor, Learning Support and the senior pastoral team. You will also ensure that pupils are supported academically within boarding, including the effective management of prep routines and study expectations.

3.3 House Administration, Safeguarding and Operational Oversight

As a Boarding House Parent, you will be responsible for maintaining accurate and up-to-date boarding documentation, including pupil lists, medical information, duty rotas, permissions, incident logs, safeguarding records, and house routines.

You will ensure that the boarding house operates in full alignment with safeguarding requirements and school policies, including supervision, curfews, signing in/out procedures, room checks, and emergency protocols. You will oversee house systems for communication, ensuring clear and professional correspondence with parents and prompt follow-up where required.

You will manage house organisation and presentation, ensuring high standards of cleanliness, order and care of facilities. You will also oversee house resources and coordinate with relevant departments to ensure maintenance issues, transport needs, catering concerns, and health requirements are addressed efficiently.



3.4 Boarding Culture, Enrichment and Community Life

As a Boarding House Parent, you will contribute to the development of an ambitious and engaging boarding experience. This includes building a house identity rooted in positive relationships, pride, service, responsibility and leadership.

You will help plan and deliver a programme of house activities, events and weekend opportunities, ensuring pupils experience a balanced residential life that supports wellbeing and personal development. You will promote pupil leadership within the house, including roles such as Learner Leaders and house captains, and ensure these roles are meaningful, well-supported and developmental.

You will also work proactively to strengthen the house culture through initiatives that promote kindness, respect, inclusion, and positive peer dynamics.

3.5 School-Wide Responsibilities

As a Boarding House Parent, you will maintain strong liaison and support networks across the school. This includes working closely with the Deputy Head Pastoral, tutors, Heads of Year, the School Nurse, the safeguarding team, and the academic leadership team to ensure a coordinated approach to pupil wellbeing.

You will communicate regularly with parents, ensuring a professional, calm and solutions-focused approach. You will also contribute to wider boarding development across the College, working collaboratively with other House Parents and the Head of Boarding to strengthen consistency, systems and standards.

As a residential boarding school, Trident expects all staff to contribute fully to the wider life of the College. This includes participation in co-curricular activities, school events, trips and tours, and outdoor education programmes, including year-group camps.

Application Process – Boarding House Parent

Key dates

Closing Date:	13 th March 2026
Longlist interviews (MS Teams/Telephone):	16 th - 20 th March 2026
Shortlist interviews (MS Teams):	23 rd - 27 th March 2026
Final decision, offer and negotiation completed:	10 th April 2026

Please complete this form, [Application for the position of Boarding House Parent](#).

Shortlisted applicants will then be contacted for further details, including proof of qualifications.

For an informal discussion, please email the Head of Trident, Ms Kate Cowling, at kate.cowling@trident-college.com