

ENGAGE
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TRIDENT
PREPARATORY
SOLWEZI



Candidate Pack

Head Teacher, Trident Prep Solwezi

For January 2027





Dear Candidate,

Thank you for your interest in the Head Teacher role at Trident Prep Solwezi (TPS), Zambia. Please find enclosed further details about this exciting opportunity.

TPS is a vibrant and close-knit school community located in [Solwezi](#), in the North-Western Province of Zambia. This small but dynamic school of 130 pupils is part of the Trident group of schools, which also includes two other prep schools and a college. The Trident Schools are operated by Educore Services, a leading provider of independent schooling in Zambia.

TPS offers coeducational day schooling from Nursery to Year 6. Established in 2013, the school was created to meet the educational needs of children whose parents work in or near the surrounding mining community. Situated in the beautiful verdant grounds of the Kansanshi Golf Estate, with access to game reserves and outstanding sporting and co-curricular facilities, the school provides an inspiring and enriching learning environment.

Trident Prep Solwezi has a unique role within its community. Supported by First Quantum Minerals (FQM), it serves as both a high-quality educational institution and a focus for the wider community. We are seeking a Head Teacher who will not only lead the school academically but will also embrace its community role. The ideal candidate will actively engage with parents, local organisations, and stakeholders to ensure that TPS remains a centre for learning, cultural exchange, and extracurricular enrichment through a wide range of activities and programmes.

With students from 18 different countries, including Zambia, Australia, Peru, the UK, India and South Africa, TPS reflects the international makeup of FQM's employees and the Solwezi community. The school's curriculum blends the Cambridge Primary Curriculum with the International Primary Curriculum (IPC), preparing students for IGCSEs and A Levels at Trident College, our secondary school. This approach ensures that we cater to the diverse needs of both our expatriate and Zambian students, providing them with a truly global education.

As a member of ISASA (Independent Schools of Southern Africa) and ISAZ (International Schools Association of Zambia), TPS benefits from active collaboration with other leading schools in the region.

Educore Services 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 nine schools in the wider Educore family, educating 2,750 pupils.

The Trident Schools are committed to offering the finest private education available in Zambia, positioning ourselves among the most prestigious private schools in Africa. This role presents an exceptional opportunity for a passionate and forward-thinking educational leader to make a lasting impact, not just on the school but on the wider community it serves.

If you would like to discuss the role further, please do not hesitate to contact me or Austin Clarke (our Executive Head, Trident Schools in Zambia).

Best wishes and thank you for your interest.

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 nine 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 & Partnerships
Trident Prep Lusaka			

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	828
Sentinel Schools	Year 7 & Year 9 ECZ School Certificate, IGCSEs (AS & A Levels from 2025). Cambridge, IPC & National Curriculum blend	1,364
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.	629
Educore Academy	TCZ (Teaching Council of Zambia) certified CPD programmes CPDQ (Cambridge Professional Development Qualifications) Diplomas In-house programmes, training and other support.	24

1.2 Trident Schools

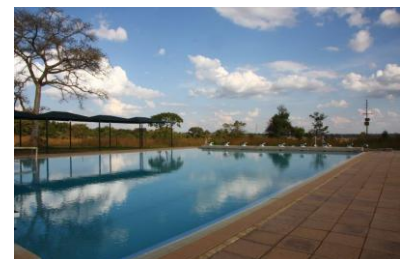
Vision: Unlock the potential within each child, as we prepare them to take on the mantle of global citizenship in a dynamic and changing world.

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 Prep Solwezi runs from Nursery to Year 7 and is coeducational throughout.





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, industry and innovation.

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 on a fully practice-based programme in all our Educore schools. Participants are outstanding graduates or existing teachers who undertake a fast-track one year Cambridge 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.

With the support of generous funding from donors including the Beit Trust, the Academy offers CPDQs and CPD courses to Educore schools, other schools in the ISAZ network, and Solwezi government schools.

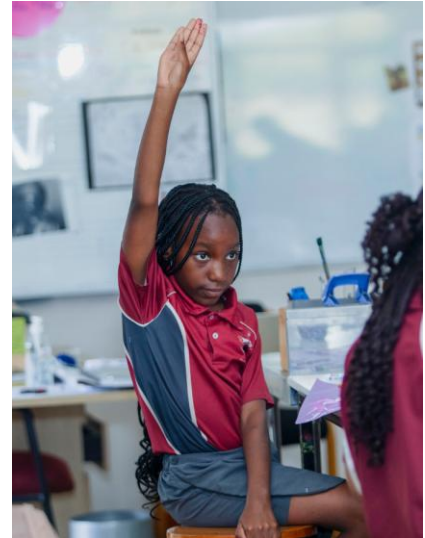


2. Information about Trident Prep Solwezi

2.1 The Six Pillars

The education we provide aims to support children to develop into young people 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 internationally benchmarked against PIRA (Progress in Reading Assessment) and PUMA (Progress in Mathematics Assessment) in the lower years, and Cambridge Progression and Check-point assessments in the upper year groups. These assessments and a strong emphasis on the importance of knowing our students and tracking progress through formative assessment, give us a detailed understanding of our student's skills level in different areas. We aim to deemphasise testing wherever possible, and work on building functional skills in real-life contexts, to give students a strong foundation for public exams and the next phase of learning in secondary.

Co-Curricular Breadth and Depth

At TPS, we encourage both mastery and breadth of experience.

Each year, Trident students achieve top positions in various sports at the national and regional levels. Equally, we emphasise 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 programme fosters leadership, critical thinking, and other vital skills as students progress through school. Years 3 to 5 enjoy a 1-2 night camp introducing students to the idea of spending time away from home and building skills. Year 6 students attend a more challenging week at Ndubaluba Outdoor Centre in Mkushi.

We offer a variety of sports during the year including swimming, football, tag rugby, tennis, golf, cycling, netball, athletics and cross country. Sporting events are well supported among our regional schools, and we enjoy hosting many of these events at the beautiful facilities on our estate.



Afternoon clubs happen over four days for years 1 to 7, and the timetable currently includes over 15 clubs with topics including art, wildlife, music, cooking, games, gardening, outreach, debate and more.



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. Our PSHE (personal, social, health & economic) physical and emotional wellbeing programme offer a variety of topics led discussions by staff on a termly basis and is incorporated in weekly themed assemblies.

Class Dojo, parent WhatsApp groups, our Parent Teacher Committee (PTC), PTA, Class Reps, weekly newsletters and letters from the Head, and parent-teacher-student conferences, all support healthy communication between school and home.

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 emphasise 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 as they progress up the schools. We have established an enduring partnership with a local orphanage. Our approach prioritises collaboration over donation, focusing on shared resources and capacity-building for mutual benefit.

Teachers and Teaching

A classroom at TPS 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.

Our teachers are supported by a detailed Learning Support programme which helps them to tailor their teaching to meet the needs of each individual in their class.

Sustainability

The long-term success of our Trident Schools 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. At TPS, the ongoing support from FQM is crucial to the sustainability of the School.



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. The town is busy and has a number of supermarkets, shops, restaurants and bars. The safety and condition of the roads have improved significantly over the last few years and Solwezi is now relatively well connected to the Copperbelt, Kalumbila and Lusaka. Multiple daily flights run from Kalumbila and Solwezi to Lusaka and other domestic destinations.

The school is set in the middle of the beautiful Kansanshi Golf Estate, surrounded by greenery and wildlife including impalas, rare birds and other animals. The school is able to enjoy the outstanding sporting facilities of the KGE, and provides a wonderful safe environment for students to learn independence and grow. Wherever possible, students are encouraged to cycle or walk to school.

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 129 students at the prep school. The breakdown below was calculated in April 2026.

Year Group	January			February			March			April		
	M	F	TOT	M	F	TOT	M	F	TOT	M	F	TOT
Nursery	4	17	21	4	16	20	4	16	20	4	16	20
Reception	4	8	12	6	7	13	6	7	13	6	7	13
Year 1	5	5	10	5	5	10	5	5	10	5	5	10
Year 2	10	7	17	10	7	17	11	7	18	11	7	18
Year 3	9	11	20	9	12	21	9	11	20	9	11	20
Year 4	12	4	16	12	3	15	12	4	16	12	4	16
Year 5	7	8	15	7	9	16	8	9	17	8	9	17
Year 6	8	6	14	8	6	14	8	7	15	8	7	15
Total	59	66	125	61	65	126	63	66	129	63	66	129

The greater proportion of TPS students come from Zambia. Below you find the detailed statistics of nationalities at the school in April 2026.



Country	Nur	Rec	Y1	Y2	Y3	Y4	Y5	Y6	TOT	%
American				1					1	1%
Australian		1		1		2		2	6	5%
Belgian	1								1	1%
British		2		2					4	3%
Canadian								1	1	1%
Chinese				1					1	1%
Congolese							2		2	2%
Dominican Republic					1			1	2	2%
Egyptian						1			1	1%
Germany			1						1	1%
Indian	1		1		2	1	1		6	5%
Italian				1					1	1%
Kazakhstan				1					1	1%
Peruvian		1						1	2	2%
South African	5	4	5	2	7	3	2	2	30	23%
Venezuelan						1			1	1%
Zambian	13	4	3	9	9	9	9	8	64	50%
Zimbabwean		1			1	0	2	0	4	3%
Total	20	13	10	18	20	17	16	15	129	100%

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 Trident staff last year.

Department	Trident College	Trident Prep Solwezi	Trident Prep Kalumbila	Trident Prep Lusaka
Nationalities Countries				
Zambia	82	16	12	18
Zimbabwe	3	1	2	1
RSA	8	1	2	3
British	2	1	-	
Resident	1	2		
Other		2	-	
Total	96	23	16	22

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 Prep Solwezi

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

The successful candidate will provide strong direction and guidance to the Prep, as well as working closely with the other Trident 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 developing 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 Trident Prep Solwezi will therefore be responsible for:

- Ensuring all academic, staffing, administrative, financial and pastoral conditions for TPS are achieved and defining and following the vision, mission, principles and goals of an Educore School and of the Prep school 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 regular 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 school's annual strategic and developmental plan, including HR retention, 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 other Trident Heads to position Trident Prep schools as the best possible choice at primary 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.
4. Review and continually develop a cross-curricular learning philosophy in EY, KS1, KS2 and Year 7.
5. Support and develop the EY 'learning through play' philosophy in collaboration with the other Trident Prep schools.



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 baseline admissions testing and use this to inform individual student education and pastoral care.
8. Monitor, review and improve tracking systems for students' academic progress, ensuring balance between formative and summative assessments.
9. Research and develop the school's offerings in all academic areas with the support of other Trident Prep heads, 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, and transition of students to the secondary phase.
2. Regularly review the student record to ensure it is accurate and up-to-date, in direct cooperation with the responsible teachers or postholders.
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 all 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 Educore Academy graduates when relevant.
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 TPS staff community (full regular staff meetings, smaller department and individual meetings, socials etc.)
7. 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 Educore Academy Principal in the in-school activities of the Educore Academy.
9. Work constructively with HR and FQM housing on housing allocation, inventory management and tenancy agreements



10. Exhibit and continuously develop cultural and organisational 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, Executive Head 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 strategic plan (covering all necessary areas for the ongoing development and progression of the school across the six pillars, 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 school and the attitudes and professionalism of students and staff always embody the vision, mission, standards and values expected of them.

Accreditation

1. Ensure required ongoing accreditation of the school 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 TPS 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 TPS 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 organisational 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. Strong skills in marketing and financial management
3. Excellent experienced teacher with a demonstrable understanding of the importance of student-centred teaching & learning pedagogies
4. Proven senior leadership skills including the ability to create and drive forward a collective vision and culture
5. Proven skills in working sensitively in a multicultural environment
6. Proven excellent communication skills with staff, students, parents, business partners and other relevant stakeholders
7. Extremely high standards of professionalism at all times, as a leading representative of the organisation
8. Highly professional and ethical stance in all areas of work life, in and out of school working hours
9. Ability to think strategically and cost effectively for the sustainable growth of the school
10. 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 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, 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 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

Salary and benefits are competitive and will be commensurate with the responsibilities of the position.

4. Application Process – Head Teacher Trident Prep Solwezi

Key dates

Closing Date:	19 th June 2026
Longlist interviews (MS Teams/Telephone):	22 nd – 24 th June 2026
Shortlist, Visit and Final Interview at TPS in Zambia:	29 th June – 8 th July 2026
Final decision and offer:	10 th July 2026

To apply for the position, please complete this following [application form](#).

Shortlisted candidates will be asked to submit a detailed CV with the names of three contactable referees.

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 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.