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TRIDENT
PREPARATORY
SOLWEZI



Candidate Pack

Primary Teacher

For January 2027





Dear Candidate,

Thank you for your interest in the Teacher position at Trident Prep Solwezi (TPS), Zambia. We are delighted that you are considering joining our school community and invite you to learn more about this exciting opportunity.

Trident Prep Solwezi is a vibrant and welcoming school located in Solwezi, in Zambia's North-Western Province. With approximately 130 pupils, TPS is a small yet dynamic school that forms part of the wider Trident family of schools, comprising two preparatory schools and a secondary college. The Trident Schools are operated by Educore Services, one of Zambia's leading providers of independent education.

TPS offers co-educational day schooling from Nursery through to Year 6. Established in 2013 to serve families living and working within the surrounding mining community, the school is situated within the beautiful grounds of the Kansanshi Golf Estate. Our unique setting, combined with access to excellent sporting facilities, outdoor learning opportunities, and a rich co-curricular programme, provides an exceptional environment in which children can learn, grow, and thrive.

At the heart of TPS is a strong sense of community. Supported by First Quantum Minerals (FQM), the school serves not only as a centre of educational excellence but also as an important hub within the wider Solwezi community. We are therefore seeking a teacher who is passionate about education, committed to nurturing every child's potential, and eager to contribute positively to school life beyond the classroom.

Our student body reflects the international character of the Solwezi community, with families representing 18 different nationalities, including Zambia, Australia, Peru, the United Kingdom, India, and South Africa. The school delivers a blend of the Cambridge Primary Curriculum and the International Primary Curriculum (IPC), providing pupils with a strong foundation for progression to Trident College and beyond. This approach enables us to meet the needs of both local and expatriate families while fostering a truly global outlook.

As a member of the Independent Schools Association of Southern Africa (ISASA) and the International Schools Association of Zambia (ISAZ), TPS benefits from strong professional networks and opportunities for collaboration with leading schools across the region.

The Trident Schools are committed to providing an outstanding educational experience and to maintaining the highest standards of teaching and learning. This position offers an exciting opportunity to join a dedicated and supportive team, make a meaningful contribution to the lives of young learners, and play a role in shaping the continued success of our school.

I hope the information in this candidate pack provides a helpful introduction to our school and the role. Thank you once again for your interest in Trident Prep Solwezi. We look forward to learning more about you.

Austin Clarke

Executive Head – Trident Schools

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

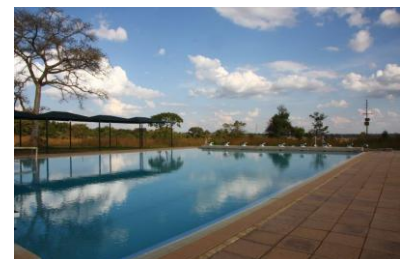
Vision: Unlock the potential within each child, as we prepare them to take on the mantle of global citizenship in a dynamic and changing world.

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.

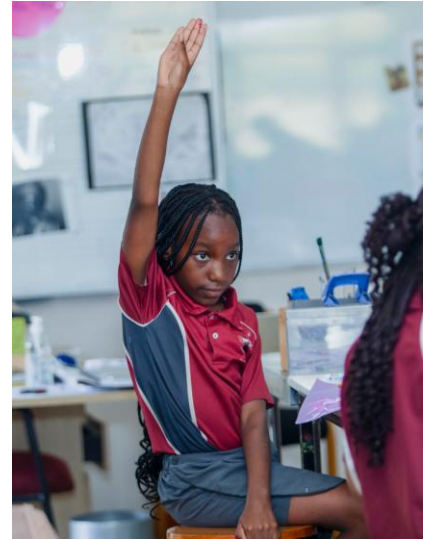


2. Information about Trident Prep Solwezi

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 – Primary Teacher

3.1 Job Purpose

1. To deliver a broad, balanced, relevant, and differentiated curriculum that supports a designated subject or curriculum area as required.
2. To assess, monitor, and maintain high teaching standards that support the progress and development of all students.
3. To create a learning environment that enables every student to achieve their individual potential and raises overall attainment.
4. To support the school's wider curriculum and its commitment to students' personal and academic growth.

3.2 Qualifications Experience

1. Diploma in Education (minimum) with Bachelor's Degree or Post-Graduate Degree (preferable).
2. Experience in primary and international schools as relevant to the post.

3.3 Qualities

1. Interpersonal skills, self-motivation, communication skills, good rapport with children and parents.
2. Able to establish good relationships with the community.
3. Able to teach clubs and/or sports to the relevant standard.
4. Able to organise school events such as cultural evenings/plays/sports events/class trips.

3.4 Responsibilities

3.4.1 Teaching

1. Deliver high-quality teaching across the relevant key stages, using effective modern teaching methods and secure knowledge of the Cambridge Primary Curriculum.
2. Plan and teach lessons that meet key stage requirements, inspire active learning, and set clear expectations for achievement, behaviour, and effort.
3. Act as a positive role model and maintain a safe, disciplined, and high-quality classroom environment.
4. Keep accurate records, complete required documentation, and use EdAdmin effectively to track student learning and progress.
5. Manage time well, follow school policies and procedures, and deploy classroom support staff effectively.
6. Maintain curriculum overviews, promote cross-curricular links, and keep professional knowledge up to date through ongoing development.

3.4.2 Assessment, Feedback and Tracking

1. Lead assessment and feedback in line with school and department policy, using marking and diagnostic feedback to support student progress.
2. Assess, monitor, and record students' attendance, attainment, progress, and development, keeping accurate records and completing required tracking documentation.
3. Carry out internal and external assessments, including standardised and key stage requirements, in line with school procedures.



4. Write reports within reporting cycles and communicate student progress to parents, including guidance on how they can support improvement.

3.4.3 Staff Development

1. Continue personal development in the relevant areas including subject knowledge and teaching methods.
2. Engage actively in the Performance Management process.
3. Participate in whole school CPD programmes.
4. Take part in the staff development programme by participating in arrangements for further training and professional development.

3.4.4 Student Support and Progress

1. Serve as a Tutor when required, promoting the welfare, progress, attendance, and active participation of students and the Tutor Group as a whole.
2. Work with pastoral leaders and other relevant staff to implement student support systems and respond appropriately to student concerns.
3. Monitor student progress, maintain accurate records, and contribute to Individual Education Plans and other required reports.
4. Communicate with parents and, where appropriate, external agencies on matters relating to student welfare, in consultation with relevant staff and school leaders.
5. Contribute to PSHE, citizenship, and enterprise in line with school policy.

3.4.5 Communication, Marketing and Liaison

1. Communicate effectively with the parents of students as appropriate.
2. Where appropriate, to communicate and cooperate with persons or bodies outside the school.
3. Follow agreed policies for communications in the school.
4. Take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, liaison events with partner schools, etc.

3.5 Personal Responsibilities

1. Play a full part in the life of the school, supporting its mission, ethos, and wider community.
2. Promote and follow school policies and procedures, including safeguarding, health and safety, and requirements for communal worship.
3. Maintain professional standards through ongoing development, punctual attendance at meetings, and the preparation of cover work when absent.
4. Contribute to a safe, welcoming, and well-managed school environment, including undertaking duties on a rota basis and maintaining courteous, professional relationships with colleagues, visitors, and callers.

4. Remuneration Package

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



5. Application Process – Teacher Trident Prep Solwezi

Key date

Closing Date: 30th June 2026

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

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

6. 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 Educare has received your specific consent to do so.

7. 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.

Educare Services is 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.