



Candidate Pack

Head of Student Wellness, Trident Schools

For January 2027





Dear Candidate,

Please find enclosed further details about the Head of Student Wellness role at the Trident Schools, 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; Solwezi, Kalumbila and Lusaka, 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 Teacher



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 and 25 % 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.

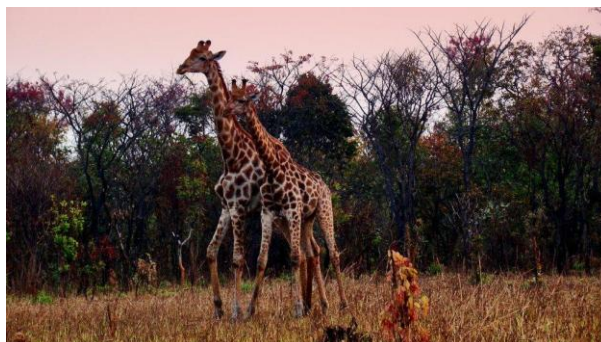
2.2 Location

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.

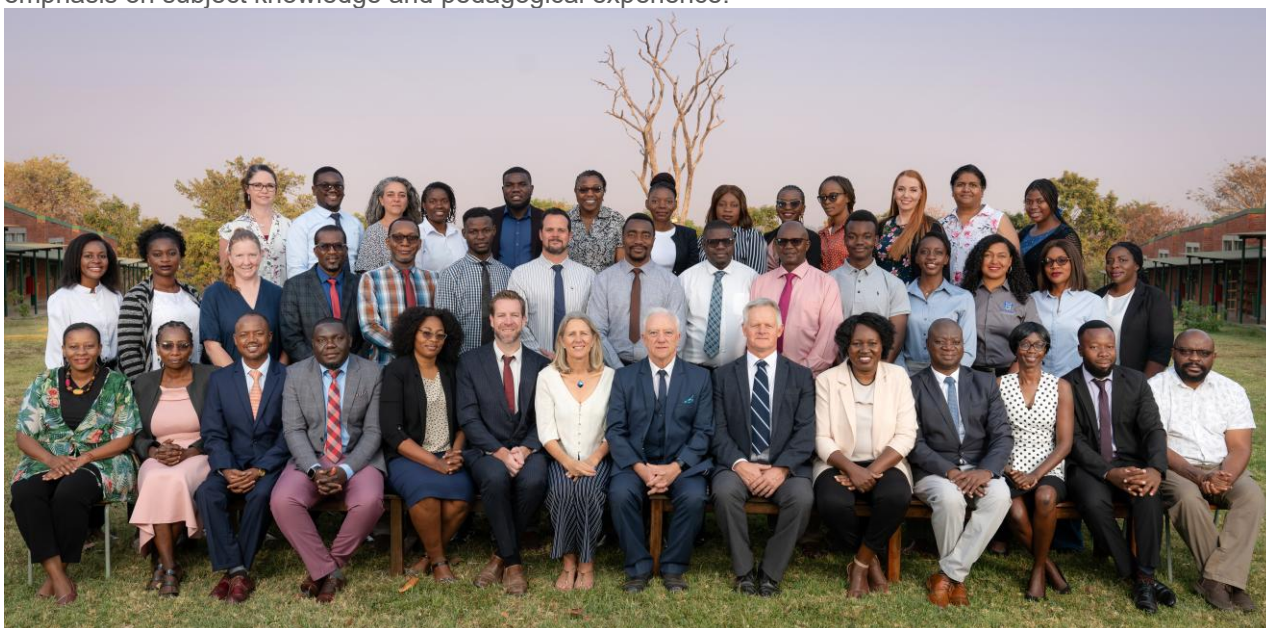


2.5 Student Numbers

We currently have 340 students at the College, the greater proportion of whom are boarders. The majority of Trident students come from Zambia, 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 – Head of Student Wellness

The Head of Student Wellness will provide emotional, social and psychological support to pupils, helping them to thrive both personally and academically. The role has counselling and student wellbeing as its primary focus, while also contributing to Learning Support provision and the development of a safe, inclusive and caring school culture.

The successful candidate will be based at Trident College Solwezi but will support student wellness, counselling and Learning Support across all four Trident campuses. This will include regular visits to the three Trident Prep Schools, as well as working alongside Prep School staff to strengthen their confidence and capacity in supporting pupils' wellbeing, emotional development and learning needs.

3.1 Key Responsibilities Across All Four Campuses

Student Support

- Provide one-to-one counselling for pupils experiencing emotional, social, behavioural or personal challenges.
- Facilitate small group sessions and workshops on topics such as resilience, emotional regulation, study skills, stress management, conflict resolution and healthy relationships.
- Support pupils in developing coping strategies, positive self-esteem, responsible decision-making and appropriate social skills.
- Respond appropriately to pupils in distress, ensuring that safeguarding procedures are followed where necessary.

Preventative and Developmental Programmes

- Develop and deliver age-appropriate wellbeing and mental health education as part of the schools' pastoral programmes.
- Promote awareness around safeguarding, bullying prevention, responsible use of social media, healthy relationships and emotional wellbeing.
- Contribute to whole-school initiatives that build a positive, respectful and supportive school culture.
- Support the development of consistent wellbeing practices across Trident College and the three Prep Schools.

Learning Support

- Work closely with the Learning Support team to identify and support pupils who experience barriers to learning.
- Assist with the development, implementation and review of individual support plans where appropriate.
- Provide guidance to teachers on inclusive classroom strategies and practical ways to support pupils with emotional, behavioural or learning needs.
- Support Prep School staff in recognising early concerns and developing appropriate classroom-based interventions.
- Help ensure that pupils' academic, emotional and social needs are considered holistically.



Staff and Parent Collaboration

- Work closely with teachers, tutors, House Parents, boarding staff and school leaders to identify and support pupils in need.
- Provide guidance and training to staff on recognising and responding to student wellbeing, counselling and learning support concerns.
- Liaise with parents sensitively and professionally regarding their child's wellbeing, progress and support needs.
- Work collaboratively with Prep School staff to empower them to manage appropriate wellbeing and learning support interventions within their own context.

Referral and Professional Networking

- Maintain appropriate links with external mental health professionals, educational specialists and support agencies.
- Refer pupils for specialist intervention when required, in consultation with the relevant school leadership and parents.
- Ensure effective follow-up and communication in cases requiring external support, while maintaining appropriate confidentiality.

Administration and Compliance

- Keep accurate, confidential records of counselling sessions, interventions, referrals and follow-up actions.
- Ensure compliance with Educare safeguarding policies, school procedures and professional counselling standards.
- Provide appropriate reports to the Head of School and relevant senior leaders on student wellbeing trends, while protecting individual confidentiality.
- Contribute to the review and development of policies and procedures linked to student wellbeing, counselling and Learning Support.

3.2 Learning Support Unit

As Head of Student Wellness, the successful candidate will work closely with the Learning Support team to ensure that pupils are given the guidance, strategies and support needed to thrive academically, socially and emotionally.

Application Process – Head of Student Wellbeing

Key dates

Closing Date:	15 th August 2026
Longlist interviews (MS Teams/Telephone):	24 th – 28 th August 2026
Shortlist interviews (MS Teams):	31 st August 2026
Final decision, offer and negotiation completed:	4 th September 2026

Please complete this form to apply: [Trident College: Application for the position of Head of Student Wellness](#)

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

For an informal discussion, please email Kate Cowling, Head Teacher, at kate.cowling@trident-college.com