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SENTINEL
KABITAKA



Candidate Pack

Teacher, Sentinel Kabitaka

For January 2026





Dear Candidate,

Please find enclosed further details about the Teacher role at Sentinel Kabitaka.

Sentinel Kabitaka school is located in Solwezi in the North Western Province. The school was established in October 2013 with the aim of not only serving the need for high quality education of the surrounding mining community, but also to attract students from across Zambia more widely. The school was commissioned and supported by First Quantum Minerals until the point of sustainability. Three quarters of the student population are day students, although boarding numbers are increasing steadily as new hostels are developed. The school is co-educational throughout.

Sentinel Kabitaka Secondary is fed by two Sentinel primary schools, Sentinel Kabitaka and Sentinel Kalumbila. All Sentinel schools offer a blend of the Cambridge International Curriculum and the national curriculum, with public exams in year 7 (ECZ), year 9 (ECZ) and year 12 (IGCSE). Sentinel is part of the ISASA (Independent Schools of Southern Africa) and ISAZ (International Schools Association of Zambia) associations and enjoys active collaboration with other schools in the region because of this.

The Sentinel group of schools is operated by Educore Services, which also operates two other school groups (Trident and Frontier) aimed at international, national and regional students, and the Educore Academy, which provides 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, 2600 pupils are being educated at Educore schools. Sentinel Kabitaka has grown swiftly to full capacity, and its reputation nationwide as an excellent choice for education has been cemented for several years. The schools' objective is to offer an outstanding and balanced education to its students, competing with the most prestigious schools in Zambia. The blended curriculum taught reflects the diverse student cohort and aims to prepare students to be global citizens.

Best wishes and thank you for your interest.

Dr. Mthulisi Matshakaile

Executive Head - Sentinel Schools





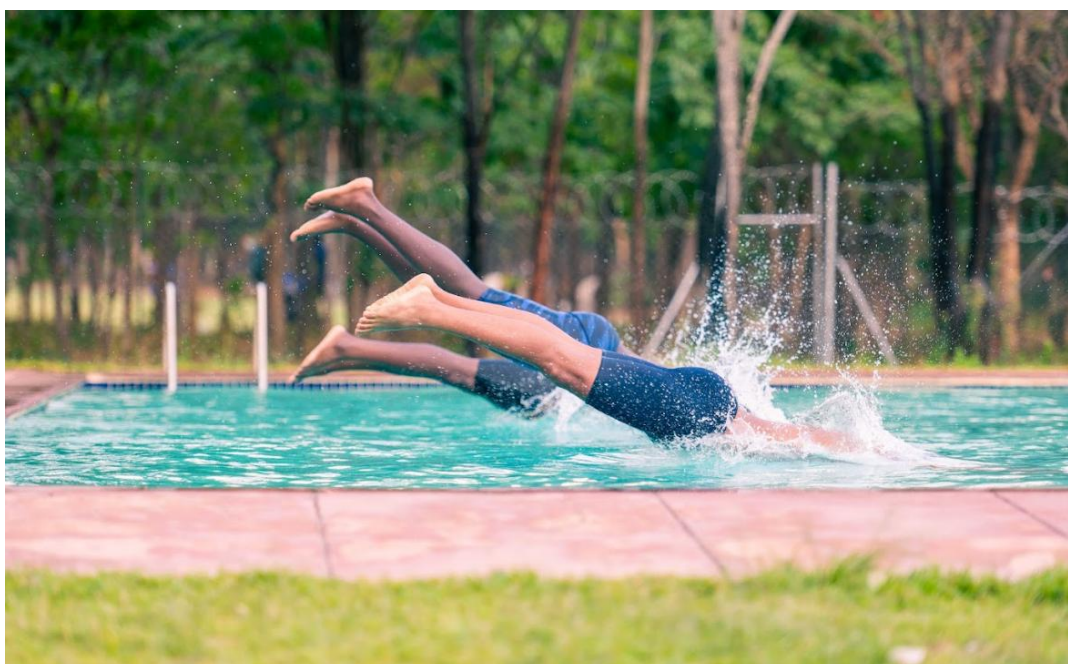
1. Introduction to Educore Services

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

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



Group	Public Exams & Curriculum	Current student numbers
Frontier Schools	Year 7 ECZ (Examinations Council of Zambia) School Certificate Zambian National Curriculum enhanced with Cambridge Lit/Num	830
Sentinel Schools	Year 7 & Year 9 ECZ School Certificate, IGCSEs (AS & A Levels being considered). Cambridge, IPC & National Curriculum blend	1,100
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.	570
Educore Academy	TCZ (Teaching Council of Zambia) certified CPD programmes CPDQ (Cambridge Professional Development Qualifications) Diplomas In-house programmes, training and other support.	15



1.2 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.

Education at all Educore schools, including the Sentinel 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



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 extra-curricular facilities.

1.3 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.

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

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



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

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

1.4 Frontier School

Vision: Empowering learners, igniting curiosity, achieving excellence.

Mission: Transforming lives by fostering growth and building character and skills to thrive in a dynamic world.

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 pressurised 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 Educare Academy

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

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



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

2. Information about Sentinel Kabitaka

2.1 The Six Pillars

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

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

Academic Excellence

Our blended curriculum is designed to prepare our students to enter the global workplace, with the understanding and skills needed to add value to society and thrive both nationally and internationally.

Academic delivery is benchmarked against both the Examinations Council of Zambia and Cambridge Assessment International Education standards as students progress up the school. Students sit for ECZ examinations in years 7 and 9, and complete school with IGCSE examinations in year 12. Sentinel Kabitaka is extremely proud of consistently strong academic performance across the school, and our exam results consistently rank among the best in the country. Our recent IGCSE performance bears this out, with 1/3 of all grades being A* or A, and 86% of all grades at A* - C. Our Grade 7 and 9 exam results have historically also been excellent, and the 2024 results were no exception with 97% of the year 7 cohort attaining a Division 1 or 2 overall, and 79% in year 9.

Co-Curricular Breadth and Depth

At Sentinel, we aim for balance across the curriculum, giving students opportunities to excel academically while also encouraging both mastery and breadth of experience in co-curricular activities. A wide range of activities are on offer; sports include football, athletics, hockey, rugby, basketball, netball and much more. Culturally, students are involved in drama, singing, chess, dance, Interact and other clubs aimed at enrichment as well as community engagement.

Outdoor Education plays a meaningful role in our curriculum, with every Sentinel student participating in at least one camp a year. Our bespoke OE programme fosters leadership, critical thinking, and other vital skills as students progress through school. By the time students leave the Sentinel schools, they will have experienced various camps, ranging from camping on the school grounds in lower primary to the Adventurous Journey which forms an integral part of the Duke of Edinburgh award in secondary school.



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. In class, pupils rely on their form tutors to be the first port of call in pastoral issues. Boarding has a comprehensive pastoral strategy aimed at inculcating independence amongst students in a safe, happy and secure environment. Prefects and other seniors play a pivotal role in making all students feel at home away from home. Their 'mothers' are the two matrons who are also qualified nurses and provide initial treatment for most ailments. The boarding master and mistress oversee the entire boarding for the respective genders.

We are always mindful of our mission to develop self-reliance, responsibility, innovation in our students, and to ensure they leave school ready to add value to society. To achieve this, we emphasize the development of a strong sense of self, guided by our core school values: integrity, reflection, responsibility, innovation, industry and respect. Our parents and students identify strongly with these values, particularly responsibility and respect, and we always try to work together with the wider school community to achieve our mission.

Social Responsibility

At Sentinel, 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 Sentinel, students engage in service activities each year, many of which are increasingly student-led. We have established enduring partnerships with local schools, orphanages and civic organisations aimed at positively impacting the lives of our peers in the community.. Our approach prioritises collaboration over donation, focusing on shared resources and capacity-building for mutual benefit.

This commitment to social responsibility includes:

- Organising Continuing Professional Development (CPD) sessions for community teachers.
- Hosting students from local secondary schools to use our science labs for practical experiments.
- A reading partnership with a local primary school, where our students visit each month to listen to students read.
- A sports coaching programme in which our students introduce their peers from other schools to such games as rugby, basketball and rounders.

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

Teachers and Teaching

A classroom at Sentinel 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. A recent student stakeholder survey showed that students particularly value the individualised attention they receive from our staff.

Sustainability

The long-term success of Sentinel Kabitaka hinges on our comprehensive sustainability strategy. Our vision is to stay at the forefront of private education in Zambia for generations to come. Achieving this ambition requires a robust approach that combines strategic marketing, sound financial planning and discipline, and an adaptive embrace of the digital revolution.

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

2.2 Location

The North Western Province is a wild forested region hosting a number of rare bird species. Solwezi, the school's nearest big town, is one of the fastest growing towns in Africa, with people and investment flooding in to support the mining activities taking place in the region. We are in an interesting area of fast



development and significant potential, and although this comes with inevitable challenges, the future of the region is bright. The town is busy and has a number of supermarkets, shops, restaurants and bars. The safety and condition of the roads has improved dramatically over the last few years and Solwezi is now well connected to the Copperbelt, Kalumbila and Lusaka. Multiple daily flights run to Lusaka and other domestic destinations.

The school grounds are extensive and beautiful, with staff housing close to or on the school site. Mature forest trees and ancient termite hills surround the sports pitches, gardens and swimming pool, and we protect and enjoy the beautiful flora and fauna that flourishes onsite. Our students appreciate the beauty and peace of their surroundings, and the grounds provide countless opportunities for learning both in and out of the classroom.

Classrooms, boarding houses and school facilities such as the library and dining rooms are modern and well maintained, as are the staff houses which enjoy mature gardens. Facilities continue to be developed as the school grows.

2.5 Student Numbers

We currently have 451 students at Sentinel Kabitaka secondary, around half of whom are boarders (B). The breakdown below was calculated in May 2025.

Year	Boarders	Day Scholars	Total Students
Nursery		68	68
Reception		62	62
Year 1		63	63
Year 2		69	69
Year 3		59	59
Year 4		74	74
Year 5		59	59
Year 6		65	65
Year 7		41	41
Year 8	34	39	73
Year 9	40	32	72
Year 10	39	24	63
Year 11	53	28	81
Year 12	56	30	86
Total	222	713	935

2.6 Staffing

Staff at the Sentinel schools comprise locally trained teachers, administrators and auxilliary staff. It is an HR stipulation that all teaching staff be qualified up to degree level, but most further their quaifications to Masters level and beyond. CPD is an integral part of the school culture; we rely strongly on weekly internal INSETs, but also register staff on online courses as well as long and short term seminars, locally and abroad.

2.7 Affiliations

Sentinel 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 (CAIE) school and an examination centre with both the Examinations Council of Zambia and the CAIE.



3. Job Description – Teacher Sentinel Kabitaka

The primary role of the teacher is to deliver inspirational, high-quality teaching to students across all year groups. They are expected to stay up to date with developments in teaching History and English Literature as well as changes in the broader educational landscape, particularly those driven by the growing influence of educational technology. Additionally, they are responsible for mentoring less experienced teachers.

3.1 Quality of Teaching and Learning

As a History & English Literature Teacher, you will be responsible for delivering high-quality, engaging lessons, teaching approximately 80% of the timetable. You will uphold the highest standards of instruction and share best practices across the department. Regular observations—both formal and informal—will support consistency and foster a culture of continuous improvement. You will oversee the setting and marking of assessments, including annual and mock exams, ensuring they effectively track student progress. A consistent marking policy will be followed to provide timely, constructive feedback. You are expected to encourage critical thinking, debate, and historical analysis through class discussions and activities. You will also ensure all students clearly understand examination and coursework criteria to help them achieve their full potential.

3.2. Departmental innovation and promotion

As a History & English Literature Teacher, you will keep abreast of the latest developments in education—particularly in examination courses—by attending relevant training. You will also lead or contribute to internal training sessions and participate in whole school INSET where appropriate. A key part of the role is raising the profile of the Humanities department through initiatives such as academic societies, extension clinics, exam preparation sessions, subject-related trips, and cross-curricular collaborations. You will support and help organise departmental events such as literature competitions and history reading challenges and promote the subjects through school publications and materials. Supporting students will be a priority, with a focus on differentiated teaching and collaboration with the Learning Support department to meet individual needs. You will also offer additional support outside of lessons, including exam clinics and guidance for students preparing for university-specific entrance exams.

3.5 School-Wide Responsibilities

As a History & English Literature Teacher, you will maintain strong professional relationships and support networks across the school. You will produce detailed termly reports for all your classes, highlighting areas for improvement and sharing best practices. In collaboration with Housemasters, you will help monitor and support both underperforming and high-achieving students.

As a residential boarding school, Kabitaka expects all staff to contribute to boarding duties. Teachers also play an active role in the school's extensive co-curricular programme, which includes sports, cultural, and service activities. In collaboration, you will foster meaningful relationships with parents and provide pastoral support to ensure student well-being. Additionally, you will participate in the outdoor education and leadership programme, which includes attending year-group camps. You may also be required to accompany students on trips and tours as part of their broader educational experience.



4. Application Process – Teacher Sentinel Kabitaka

Key dates

Closing Date:	5 th October 2025
Online interviews (MS Teams):	10 th - 17 th October 2025
Final decision, offer and negotiation completed:	End of October 2025

To apply please complete the application form [here](#)

References

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. Shortlisted candidates will be asked to provide the names, job titles, email addresses and telephone numbers of three referees, including your current and past employers or line managers.

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 Sentinel Kabitaka 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.