

Aligned with the recommendations of the International Task Force on Child Protection, we hold ourselves to a higher standard of effective recruiting practices with specific attention to child protection.

Secondary School MS EAL Teacher Beijing City International School, P.R.China

Mission

The BCIS Mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world.

General

Beijing City International School (BCIS) was opened in September 2005. It was established to provide an international education for the expatriate communities in Beijing, as well as, uniquely, offering education to the children of internationally-minded Chinese nationals. Beijing City International School is a private, not-for-profit institution governed by an appointed Board of Trustees. The school is funded by tuition fees.

The school boasts purpose-built, state-of-the-art, air-filtered facilities specifically designed to support our curriculum and progressive teaching and learning environment. The 51,000 square meters main campus sits on a plot of prime land in the heart of the CBD and within one kilometer of the China World Trade Centre. In 2014 the Early Childhood Program (Toddler, Nursery, Pre- Kindergarten, and Kindergarten classes) transferred to a new purpose-built Early Childhood Center located approximately one kilometer from the flagship BCIS campus. In 2019 the Courtyard Kindergarten campus opened featuring a unique campus design of ancient and modern, China and the world, which allows children to engage in inspiring, open and connected learning spaces.

We are an inclusive school that admits students who can benefit from our program and whose families are committed to our school values. The language of instruction is English. Older students must either be fluent in the English language or willing to develop fluency through the school's EAL (English as an Additional Language) program to gain admission to, or continue in, the school's program of studies.

BCIS is an International Baccalaureate (IB) World School which places a strong emphasis on personalized learning and academic rigor. We have aligned the Chinese National Curriculum with the BCIS curriculum and we are authorized to teach the IB Diploma, the IB Middle Years and the IB Primary Years Programmes. The IB curriculum frameworks stress the importance of inquiry and educating the whole child. In addition, in 2018 BCIS launched its own inquiry-based, two-year high school diploma, IDEATE, to further personalize learning for high school students. The school is accredited by CIS and WASC and is a member of the Council of International Schools (CIS), the East Asia Regional Council of Schools (EARCOS) and the Association of China and Mongolia International Schools (ACAMIS). The most recent strategic plan was collaboratively developed in the spring of 2022.

Current enrollment across the three campuses typically reaches 1,350 students.

About our Secondary School

In addition to the IB Diploma, BCIS offers a BCIS Diploma program that been aptly named IDEATE. BCIS IDEATE Program empowers high school students to take charge of their own learning by truly ideating their own path of study. Fully accredited and recognized by universities around the world, IDEATE is a personalized, inquiry-based two-year high school diploma for senior students who want to pursue their passions, develop future-ready competencies, and apply their learning to be change-makers in their communities.

The secondary school consists of around seventy faculty and twenty teaching assistants. The senior leadership team includes the Principal, Deputy Principal, DP curriculum coordinator and MYP curriculum coordinator as standing members with other coordinators and middle leaders invited in as needed. Each of the eight areas of learning has a Team Leader. These Team Leaders create an additional leadership group in the Secondary School.

Our curriculum includes standards and benchmarks taken from Australia, Great Britain and North America. Units are built around concepts and utilize Inquiry-based instruction. Assessment is ongoing, relevant and differentiated. As a continuum school, we also assess based on MYP criteria. External assessments include MAP, PSAT, SAT and GL PASS to ensure that our programs remain competitive with other international schools. Support services include two guidance counselors, two university guidance counselors, EAL teachers and teaching assistants (TAs), two learning support teachers and learning support TAs. In addition, the Librarian offers support as the Extended Essay coordinator.

Students participate in a robust Enrichment Activities program that includes a wide range of student-led, teacher-led and student-run activities. Students drive much of the program and have many opportunities to grow as leaders. BCIS offers three sports seasons and participates in ACAMIS, ISAC and Beijing-based leagues and associations. BCIS regularly participates in, and hosts, arts festivals (e.g., ISTA and TAPS) and student leadership events such as Global Issues Network (GIN), Model United Nations (MUN), Chinese Debate, and student-initiated business competitions and film festivals.

Reports To: SS School Principal

Job Goal: To deliver high quality teaching according to BCIS' definition of High-Quality Learning and Teaching with the aim of helping students develop a broad base of skills through practical, investigational and theoretical work across all grade levels.

Role Description/Working Relationships

In conjunction with the Secondary School (SS) Principal, the SS EAL teacher works with the EAL team to enable all students to learn effectively as well as providing support for the academic and pastoral needs of the students, supporting the aims and values of the School at all times. The key relationships are with Students, Parents, Teachers, EAL team lead, MYP & DP coordinators, SS Deputy Principal and Principal.

Essential Duties and Responsibilities

Instructional Responsibilities

- Model and promote the IB learner profile.
- Teach across a range of ages and abilities, in the IB Middle Years Programme (Grades 6-9) [MYP experience is an advantage];
- Monitor, assess and report on learners' work and progress, in accordance with BCIS's policy and procedures on assessment and reporting.
- Work with other members of the team/faculty to apply consistent standards in the curriculum planning and delivery, formative and summative assessment, formal examinations, standardisation and moderation.
- Effectively teach classes, as allocated, to a mixed-ability class (or classes), drawn from a wide range of cultural and educational backgrounds, including students for whom English is not their first language.
- Act as an advisor to students implementing a broad range of pastoral responsibilities including implementing the Keeping Safe curriculum.
- Enrich the learning experience in the classroom by appropriately incorporating various forms of technology. Demonstrate and pursue excellence in teaching the best practices in digital citizenship, including teaching and learning in a one-to-one laptop environment.

Goal setting, curriculum development, faculty development, teaching and learning

- Adhere to BCIS's child protection and safety policies and procedures.
- Audit resources and communicate same to team lead to ensure that the course is suitably equipped for maximum student engagement.
- Contribute to the development of curriculum, the incorporation of subject standards and production, and the ongoing review of units and/or schemes of work.
- Supervise students for the MYP Personal Project as required.
- Support school wide initiatives directly or indirectly
- Attend staff meetings and participate in committee work as required.
- Participate in BCIS's Professional Growth and Support process.
- Schedule and carry out parent-teacher-student conferences.

Operational Responsibilities: Administrative reporting

- Contribute to board and accreditation reports as required.
- Carry out supervision duties.
- Carry out EA duties as required.
- Ensure that all Health and Safety policies and practices, including drills and child safety procedures, are carried out.

Attributes of the Teacher will include:

- Philosophical alignment with the school mission, vision and strategic plan initiatives.
- Understanding of and empathy for the learning, social and emotional needs of adolescents.
- Commitment to intellectual rigor and personalized learning.
- Strong communication skills.
- A high emotional intelligence quotient and the capacity to be both compassionate and firm while respecting a diverse community of students, parents and professional staff.
- A healthy balance of organization and efficiency.
- Sense of humor and ability to see the good in all and presume positive intentions.

Desired Qualifications

- Bachelor's degree or higher in education or relevant field
- Teaching qualification
- Fluent communication in both written and spoken English
- Knowledge of the IB programme (s)
- Experience as a MS EAL Teacher preferred.
- Successful experience in working as part of a team.

Work Year: Around 190 days per year. Salary to be established by Head of School with approval of Board.

Evaluation: Performance of this job will be evaluated by the SS Principal in accordance with Board Policies and Protocols.

Employment Arrangements: Appointment aligned with employment contract, full-time teaching load.

Application Process

Candidates are requested to apply to SSPrincipal@bcis.cn and to send the following in a single PDF document. The Search Committee will conduct initial interviews as applications are received. Shortlisted candidates will be interviewed in person or online. The search committee reserves the right to close the selection process at any time if the right candidate is found.

- Cover letter
- Educational Philosophy
- Resume
- Up to date contact information of four references

Applicants should visit the school website at www.bcis.cn for more information about the school.

Application deadline	open
Start date	1st August 2025

NOTE: The above job description reflects the general requirements necessary and describes principle functions or responsibilities of the job identified. It shall not be interpreted as a detailed description of the work requirements that may be inherent in the job, either at present or in the future.