



INFORMATION FOR TEACHER APPLICANTS

DULWICH COLLEGE BEIJING



2025 - 2026

LIVE **WORLDWISE.**TM





DIVERSITY, EQUITY, AND INCLUSION STATEMENT

Education in Motion is committed to diversity within our team, organisational practices, policies and culture. We recognise that people with different backgrounds, skills, attitudes and experiences bring fresh ideas and perceptions, and it encourages and leverages these differences to make our work more relevant and approachable. Education in Motion will not discriminate or tolerate discriminatory behaviour on any grounds such as, but not limited to, race, gender, disability, nationality, national or ethnic origin, religion or belief, marital/partnership or family status, sexual orientation, age or socioeconomic background.

Education in Motion strives to be an inclusive workplace where everyone feels a sense of belonging, has a voice, can raise concerns, and feels comfortable and confident. We expect everyone who works within to share this commitment and to act accordingly, as we aspire to best serve the Education in Motion mission and the community.

SAFEGUARDING STATEMENT

Education in Motion is committed to safeguarding and promoting the welfare of children and expects all applicants to share the same. We follow safe recruitment practices which are aligned to the recommendations of the International Task Force on Child Protection. We hold ourselves to a high standard of effective recruiting practices with specific attention to child protection. DCB Safeguarding Policy (<https://beijing.dulwich.org/our-college/safeguarding>)

OUR GUIDING STATEMENTS

Our guiding statements provide the College with the compass in which to base our decision-making.

MISSION

LIVE
WORLDWISE.TM

VISION

We have the knowledge, skills and motivation to make a positive difference to people, society and the planet.

VALUES



Please visit our website for the DCB Guiding Statements Evaluation Report of the 2022-2023 Academic Year: Dulwich College Beijing 2022-2023 Guiding Statements report | Beijing
(<https://www.yumpu.com/en/document/read/68394548/guiding-statement-report-2022-23>)



coffee
HUB

WELCOME FROM HEAD OF COLLEGE



Thank you for your interest in working at Dulwich College Beijing. We are seeking to appoint an outstanding candidates to join our teaching staff, for the 2025 - 2026 academic year.

DCB is a special place to be. For twenty years, the College has forged an excellent global reputation for being a warm, caring and welcoming community, and a rewarding place to work. DCB students possess a thirst for learning and are highly motivated every day. We wish to attract inspirational, talented teachers who love teaching and want to have an impact on our students. DCB is an exciting place to teach and learn. The environment is one of trust and respect, with ideas bubbling from all quarters. To the right candidate, working here will be an extremely rewarding experience. DCB continues to offer teachers continuous professional learning and opportunities to grow.

DCB opened in 2005 and has since established itself as a world-class school. The College's current enrollment is 1,610+. Our DUCKS, Junior School and Senior School – each having its own character – are aligned in their learning in an atmosphere full of fun and energy.

Our school is located in Shunyi, around forty-five minutes from the heart of Beijing. The capital is a truly exhilarating place, with its cultural sites, ancient heritage and all the amenities associated with a large and vibrant city. From fascinating Hutongs to the many green spaces around the city, there is something for everyone. Beijing is an underrated city and our staff enjoy an interesting and safe lifestyle.

We offer excellent professional development opportunities, along with the chance to work with amazing students along with passionate collaborative professionals from around the world.

I hope you find this candidate brief helpful. Further information can be found on the College website at beijing.dulwich.org.

We look forward to receiving your application.

Yours sincerely,
Anthony Coles
Head of College

OUR HISTORY

Dulwich College Beijing finds its roots in the double heritage from Dulwich College London and Dulwich College International, thus building its own history on solid foundations of educational innovation and pioneering spirit.

When Edward Alleyn founded Dulwich College London 400 years ago, his goal was to give his first students the opportunity and invaluable gift of combining academic excellence with strong artistic and social manners. This legacy of educational balance is one of the cornerstones of the Dulwich legacy.

Over three centuries later, the same entrepreneurship and pioneering spirit resulted in the creation of Dulwich College International when founders Fraser White and Karen Young first exported the Dulwich vision and spirit the East upon settling in Shanghai in 2003.

This was indeed a real-life demonstration of what further became the Dulwich motto: Graduate worldwide to Build bridges to the world based on a Students come first strategy. This legacy has survived, and will surely survive to address the challenges of the next 100 years.

OUR FOUNDING SCHOOL IN LONDON

The dynamic partnership between Dulwich College in London and Education in Motion aims to establish the Dulwich College vision in Asia and further afield by bringing the best education to students around the world.

Dulwich College was founded in 1619 by Edward Alleyn, renowned Elizabethan and Jacobean actor. It is an academically selective boys' school in south London, attracting students from the top 15% of the UK academic range. It is one of the UK's most prestigious independent schools and has the largest overseas network of any British independent school.

Dulwich is recognised as a pioneer in education. It introduced the Modern Curriculum in the 1880s and was one of the first schools in the UK to introduce Mandarin Chinese into the

curriculum. In 1996, it became the first British independent school to open a campus in Asia. The College has produced leading scientists, actors, film directors, musicians, sportsmen and writers, a number of whom have visited Education in Motion (EiM) schools to talk of their experiences.

To learn more about our founding school, visit www.dulwich.org.uk.





OUR COLLEGE

DCB AT GLANCE

Year Founded: 2005

Student Population: 1,610+

Number of Nationalities: 30+

Age Range: 3-18

Average IB score: 36.2 (Class of 2024 IB average vs world average of 30)

GOVERNANCE

The College is divided into DUCKS for students aged 3-7 (Nursery to Year 2), Junior School for students aged 7-11 (Year 3-6), and Senior School for students aged 11- 18 (Year 7-13). Each school is run on a day to day basis by a Head of School who reports to the Head of College. There are middle leadership teams within each school as well as responsibility posts for some whole College departments. The Head of College, three Heads of School, the Director of Business Administration, the Director of Government Relations and Public Affairs, the Director of Admissions and Marketing and the Director of Communications make up the College Leadership Team.

AWARDS

- 2022 International School Awards for "Pathways to continued and University education"
- 2021 British Schools Award for "Holistic Education" and "Science and Technology"
- 2019 International School Award for "Creativity in Learning"
- 2017 British International School Award "Teaching Initiative of the Year"
- 2017 Diplomats' Choice Award "Best International School"
- 2017 Corporate Social Responsibility Award
- 2016 Expat Life Awards "Best International School"
- 2011 Independent School Awards "British International School of the Year"

EDUCATIONAL PILLARS

At Dulwich College Beijing, we believe that 'students come first'. Therefore, students are placed in the centre of our holistic approach with an emphasis on the growth of each student.

Our Educational Pillars



In the model above, five pillars form the holistic educational experience that we deliver to our students. This broad and balanced educational experience empowers students to 'Live Worldwide'. Our mission also asks us to help students grow as global citizens. This directs the educational programmes we offer along with how we help students with their character development.

Students at the Centre

DCB Values: Our community lives our seven DCB Values of; resilience, confidence, respect, integrity, responsibility, open-mindedness, and kindness. These values form the foundation of student character and behaviour.

Student agency: We empower students to gain independence, voice and choice within the learning process.

Student wellbeing: We support and mentor the social, emotional development of students. Our wellbeing approaches are informed by experts in the field to ensure everyone feels safe, supported and confident.

Student leadership: Students are able to take on a range of leadership positions across the College, and all students are taught leadership capabilities.

Innovation: Drawing strength from our founding school's history of philanthropy, pioneering spirit and innovation, our Dulwich Digital Difference (D³) will bring together various digital tools and technical changes in the service of excellent learning and teaching.

Learning can be enriched when it fluently draws on the affordances of digital technologies:



Learning is effective when:



it has a clear purpose



it is personalised



it is adapted and applied



it is relational

Teacher Competency Framework

Competencies

Sub Domain

TEACHING & LEARNING:

Content Knowledge

- Deep knowledge of curriculum and a flexible understanding of **content** and progression.
- Lessons have clear **sequencing** and learning intentions with goals that clarify what next steps and success look like.
- Practice utilises appropriate description and a variety of **activities** and assessment techniques for diagnostic, formative, and summative purposes.
- Differentiated instructional strategies and modalities indicate a deep knowledge of student **misconceptions**, challenges, and how they learn.

ENGAGING SPACES:

Supportive Environment

- Practice builds **constructive** relationships between teacher-student and student-student, and views mistakes as collective learning opportunities to learn.
- Students build **respectful** relationships and experience effective collaboration, which activates **intrinsic** motivation.
- Lessons affirm diverse learners, prompting differentiated experiences and iterative feedback loops in a climate of trust and high **expectations**.

ENGAGING SPACES:

Maximising Learning

- Practice shows excellent **time** management focussed on maximising learner productivity through orderly learning and personalisation.
- Teaching anticipates and is **responsive** to classroom disruption whilst **reinforcing** positive behaviours.
- Practice promotes learner agency and is always **aware** of what is happening in the classroom.

TEACHING & LEARNING:

Activating Thinking

- Use open-ended **questioning** and scaffolding to ensure a gradual transfer of responsibility to learners so they generate deep questions.
- Use feedback as a tool for student **interaction** between technology, peers, self, external experts and teacher to support student growth.
- Scaffold differentiated tasks and modalities to make learning visible and **embed** metacognitive awareness and **activate** learner agency.

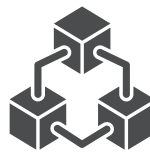
OUR CONCEPTUAL DRIVERS

Our mission of **LIVE WORLDWIDE** is supported by a curriculum that educates the whole child, and inspires students to develop a deep understanding of the following College-wide concepts.



PERSPECTIVES

Respect for the different perspectives that arise from our unique identities.



CONNECTIONS

Open-mindedness when exploring connections in the complex world around us.



CHANGE

Resilience in, and curiosity about, a world in constant change.



SUSTAINABILITY

Responsibility for balancing personal needs with those of our world, living through sustainability, integrity, and kindness.



CREATIVITY AND INNOVATION

Confidence when solving problems through creativity and innovation.

Leading to the long-term retention of knowledge, concepts, skills, and the ability to transfer thinking to different contexts.



DUCKS

Ducks Beijing is a dual language infant school that offers children a wealth of learning experiences within the security of a translanguaging environment. We establish the foundations for lifelong learning ensuring our children are on the path to be truly global citizens that will make a difference.

Our inquiry-based approach to learning uses the Early Years Foundation Stage Framework and the English National Curriculum standards as the progressive spine for an enhanced conceptual framework of units of investigation. The development of 21st century skills and deep understanding are key features of our purposeful approach.

Our setting nurtures holistic development. We are highly aspirational about our children's outcomes. Wellbeing and a sense of self are essential to happy and confident individuals who will seek to explore their own interests. Our creative provision spans across the indoor and outdoor environments and enables children to take risks and develop independence. It provokes curiosity and an excitement to learn.

Our school community puts students first. We use values-based approaches in our interactions, behaviours, systems, and decision making. We aim to cultivate our unique differences to build a sense of belonging.





JUNIOR SCHOOL



In Junior School (Key Stage 2, Years 3 to 6), we believe that each and every child has the right to be heard and the potential to bring something unique to the world in which they live. In a safe, secure and stimulating environment, our students are able to thrive, both personally and academically, and it shows. Visitors to a DCB Junior School classroom or assembly are often struck by the children's enthusiasm and level of engagement. A primary teacher's role is to help students fulfil their potential in all areas, irrespective of cultural or educational background.

Education only flourishes if it successfully adapts to the demands and needs of the time, and learning is especially effective when it is personalised and relational. Given our international setting in China's capital, Beijing, students study an enhanced English National Curriculum, with cross-curricular units that reflect students' interests and at the same time, put into international as well as local contexts. Our approach aims to build a thirst for knowledge in both students and staff.

Junior School students are taught English, mathematics, science, humanities, culture and wellbeing by their class teacher. Specialist teachers lead AEN, ES, Mandarin, art and design, computer science, PE and sport and music classes. A strong number of well qualified and highly experienced assistant teachers work seamlessly alongside class and specialist teachers.

A myriad of extra-curricular activities enriches learning for the students and enhances both hard and soft skills. Students participate in sports, music, drama, art, tech, community service and more, with continuous opportunities to develop confidence and leadership skills, which will take them, well prepared, to the next step of their education in Senior School.





SENIOR SCHOOL



At Senior School, we believe that every staff member has a pastoral responsibility, essential in supporting students as they strive to achieve their personal best and become confident, independent and compassionate young people. Surveys consistently reveal that our students feel valued and have a strong sense of belonging here at DCB.

Each student belongs to a tutor group. They are look after by tutors, year leaders, social and emotional counsellors, university counsellors, Heads of Key Stage, and the Senior School Leadership Team. Our teachers are subject specialists, focused on best practice, dedicated to both supporting and challenging students.

The challenge and rigour start with the enhanced English National Curriculum for students in Key Stage 3 (Years 7, 8, 9), characterised by a skills-based curriculum and assessment model currently in development across subjects. Our IGCSE programme in Key Stage 4 (Years 10 and 11) provides students with both breadth and depth of study. In addition, we have developed our own liberal arts course and an award-winning STEM programme as further options. In Key Stage 5 (Years 12 and 13), all students study the IB Diploma Programme. DCB offers a broad IB curriculum, and students receive a high degree of personal attention.



ACADEMIC EXCELLENCE



A spectacular IBDP 2024 performance!

AVERAGE POINTS OUT OF 45

36.2



2



2



5



PASS RATE

97.1%

80.1% (Globally)



CANDIDATES

69



BILINGUAL DIPLOMAS

43.4%



MEAN CORE POINTS

2

1.5 (Globally)



AVERAGE GRADE
OBTAINED

5.7

4.9 (Globally)



RESULTS ABOVE 30

94%

55.6% (Globally)



RESULTS ABOVE 35

56.5%

28.5% (Globally)



RESULTS ABOVE 40

26%

8.9% (Globally)

HOLISTIC DEVELOPMENT

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We are proud of our outstanding academic success but equally, we believe that our extensive enrichment programmes are vitally important in providing our students with the very best experiences, which will shape their futures. Students participate in sports, music, drama, art, service, debate and more. They are given the opportunity to collaborate with their peers at DCB and across the Dulwich family of schools. Many of our extra-curricular activities are led by students. Their leadership is authentic and far reaching, with numerous student initiatives aiming for greater social impact. As students graduate from DCB, we are confident that the values we have nurtured will enable them to make a positive difference in the world.



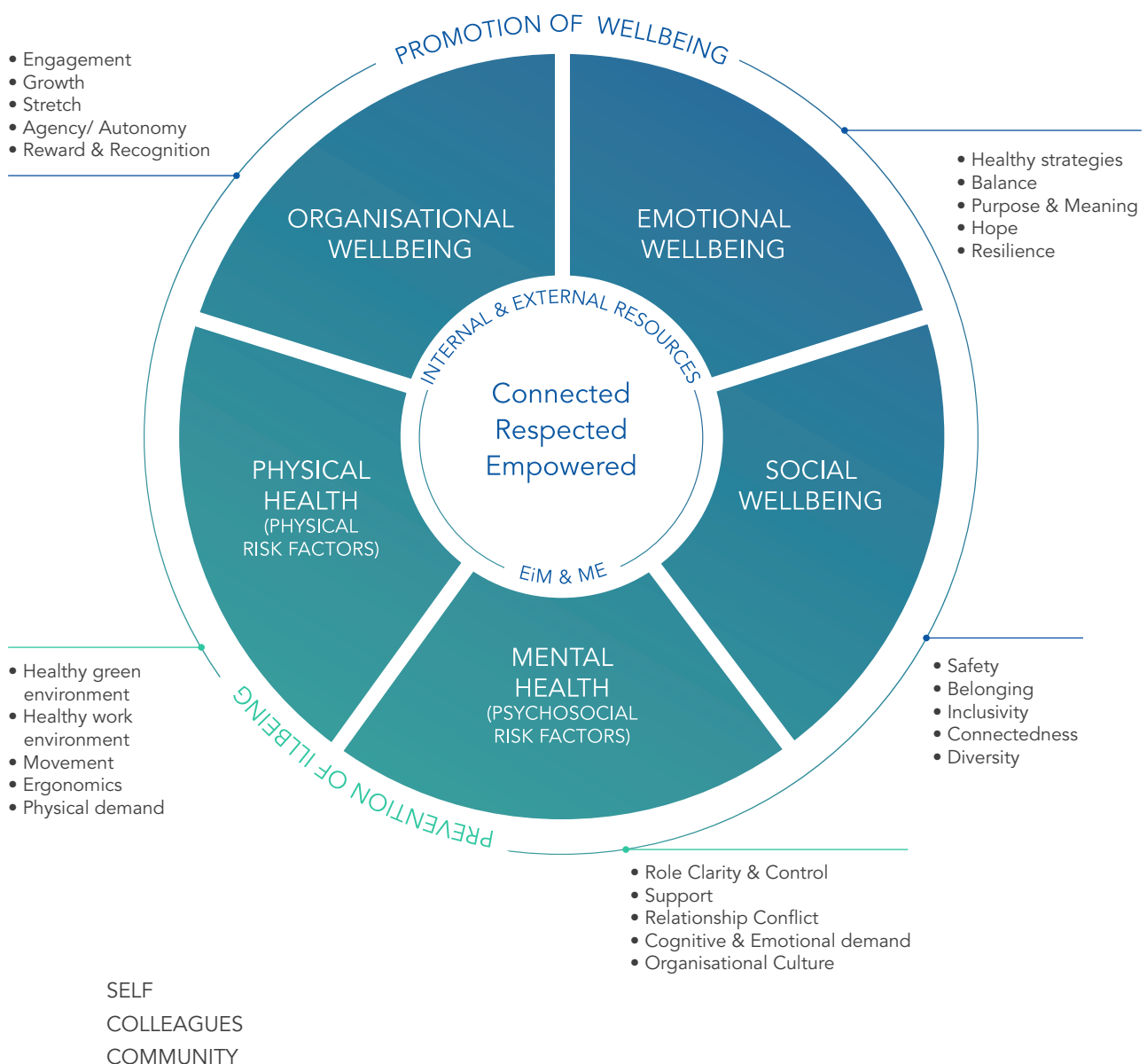
WELLBEING

Wellbeing is at the heart of all we do, and students are supported by an excellent and committed staff. From DUCKS, every student, as well as every teacher, belongs to a House, which is the basis of the system of guidance and welfare that enables us to take personal care of each student. Many children have mentors from older year groups, and our strong links to the community beyond the school gates mean that our students maintain a broad and compassionate outlook. In addition, we have a strong and active Wellbeing Committee.



EIM STAFF WELLBEING FRAMEWORK

Wellbeing is at the heart of all we do, and students are supported by an excellent and committed staff. From DUCKS, every student, as well as every teacher, belongs to a House, which is the basis of the system of guidance and welfare that enables us to take personal care of each student. All teaching staff members are also assigned to a house. Many children have mentors from older year groups, and our strong links to the community beyond the school gates mean that our students maintain a broad and compassionate outlook. In addition, we have a strong and active Wellbeing Committee. The below Wellbeing Framework supports and guides our wellbeing strategy and implementation at DCB.



GLOBAL CITIZENSHIP

In keeping with our College's vision and mission, Dulwich College Beijing places a heavy emphasis on global citizenship. A Director of Global Citizenship oversees those areas which fall under the umbrella of Global Citizenship such as Service, Sustainability, and Diversity, Equity, Inclusion and Belonging (DEIB), as we guide our students on the 'journey to connect with, care about and act for people and our world'.

As an upstanding international school, Dulwich College Beijing has pledged to play its part in the world's collective responsibilities towards Sustainability. Much more than recycling, this pledge requires us to work towards the United Nations Sustainable Development Goals for the year 2030 each and every day.



Our goal is to encourage our community to make informed choices, take inspired action and create a positive impact as individuals, as a group and at a global level. As such, sustainability and global citizenship are embedded in our curriculum and operations across our whole organisation.



PROFESSIONAL DEVELOPMENT AND LEARNING

At Dulwich College Beijing, our aim is to foster a culture that puts reflection and personal inquiry at the forefront of what we do. At the start of the year, DCB staff create their own personal inquiry question, they will be supported by the College and their schools to undertake professional learning which is tailored to their specific area of interest and question. Each member of staff will implement initiatives or make changes to their teaching throughout the year, and then evaluate and review the impact of their inquiry question. As well as this, all staff in the EiM group will take part in cross-community collaboration groups which offer further opportunities to learn from colleagues from around the world. Through these groups, staff will share good practices, broaden their knowledge of educational practices and learn from the fantastic initiatives in other EiM schools. Through our focus on inquiry and a collaborative approach to professional learning, we will strengthen our collective knowledge and ensure we can support students to become WorldWise.



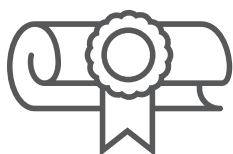
SALARY

Salaries can be paid to teachers in RMB, GBP, AUD, USD and Euro. The salaries and unused airfare and housing allowance are subject to the Chinese taxation.



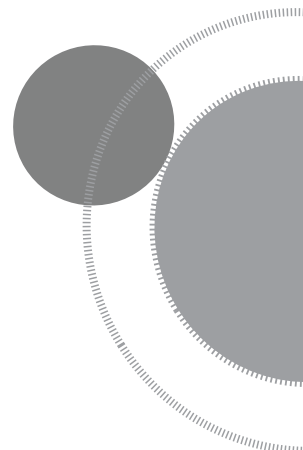
| EXPERIENCE

- Step one of the international teacher scale is equivalent of one year of experience. A teacher need to complete a full year of service in advance of any potential progression up the salary scale.
- Native English Speaker is required for the Primary school teachers (DUCKS and JS).



| EDUCATION

- A Bachelor or above degree is required.
- PGCE or QTS, Teaching License from non-UK countries.
- A Master degree will be credited as one additional step (once only).



BENEFITS

COMPETITIVE PACKAGES AND BENEFITS



FLIGHT ALLOWANCE

Competitive flight allowance is provided to teachers every school year. School will cover the costs for the initial inward flight to China in the first year (in addition to the flight allowance).



HOUSING ALLOWANCE

School will provide school accommodation to teachers in the first year of employment. From second year teacher will receive RMB137,700 to RMB 234,600 housing allowance per school year based on family status.



SHIPPING ALLOWANCE

A set amount is refunded for applicable overseas shipping charges at the beginning of your first contract and the end of your last.



INTERNATIONAL MEDICAL INSURANCE

Full international health insurance, and dental care through direct billing is provided for teachers and their dependents.



GRATUITY AND LONGEVITY AWARD

Competitive gratuity and longevity award is provided to teacher at end of each contract.



NATIONAL PENSION CONTRIBUTION AND REFUND

8% of RMB31,448/m (RMB2,515/month, RMB30,180/year) pension contribution will be paid from teacher's before tax salary to the authority. The contribution will be refunded to teacher in one lump sum (tax free) after teacher complete the contract and leave China.

TAX

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SAMPLE TAX CALCULATION

TAX TABLE (IN RMB)

Yearly Tax Rate			
Tax rate	Range (Gross salary-Tax Exempted (60,000))	Quick deduction	Tax in Each Level
3%	0—36,000	0.00	0.00
10%	36,001—144,000	2,520.00	1,080.01—11,880
20%	144,000—300,000	16,920.00	11,880.2—43,080
25%	300,001—420,000	31,920.00	43,080.25—73,080
30%	420,001—660,000	52,920.00	73,080.3—145,080
35%	660,000—960,000	85,920.00	145,080.35—250,080
45%	>960,000.00	181,920.00	>250,080

(Note that tax rates may change dependent upon government policies.)

TAX EXEMPTION

Tax Exemption/Year

- 60,000 (1st exemption)
- 2,520 - 181,920 (2nd exemption)

Chinese Social Security Contribution

(Pension, Medical and Unemployment)/Year
40,000

The average tax rate for most of teaching staf around 25%-35%

NEW TO DCB

Moving to a new country and working at a new school can often be challenging, particularly when adjusting to differing cultures and expectations. To support all newly hired teachers, we provide a comprehensive orientation and training site that walks you through every step of the process, from signing the contract to the orientation week.

If you would like to know more about DCB, please scan the QR Code below.



FACILITIES

World-class facilities enhance and enable innovative learning for both students and staff. For example, our state-of-the-art STEAM & entrepreneurship hub, SE21, is one driving force behind interdisciplinary and enterprise education. Other impressive facilities include two air-filtered sports domes, a multi-purpose sports hall, six tennis courts, a weight room, a FIFA two-star-rated football pitch, a rugby pitch, a cricket pitch and an astroturf sports pitch, a swimming pool and an ice-skating rink. The school building houses two large theatres with 755 seats combined, two black box theatres, three spacious music rooms, seven practice rooms, two ICT suites including one dedicated to music, a professional green screen film studio, five light and airy art rooms, DUCKS kitchen and art room, three libraries, a radio studio, 10 well-equipped science laboratories, and well-lit classrooms with MaxHubs. DCB is a wireless campus supporting our 1:1 laptop programme from Year 5 onwards. All teaching staff are provided with laptops.





AIR QUALITY MEASURES

DCB was the first school in Beijing to install a filtered sports dome in 2011. We have advanced, primary fresh air filtration in our sports hall, classrooms, theatres and common areas, backed up by computer-controlled secondary filtration in the ceilings of our classrooms and common areas as well as in both our filtered domes. Our Air Quality Policy aims to ensure a healthy and stimulating environment for all students and staff. Fortunately, the air quality in Beijing has drastically improved in the last few years with regulatory controls on coal burning and vehicle emissions.

SUPPORT STAFF

The College has dedicated, professional bilingual administrative staff who provide seamless support in the areas of ICT, operations, purchasing, finance, admissions, events, marketing and communications so that teachers can focus on teaching.



LIVING IN BEIJING

Over the past twenty years, China has opened its doors to the global community. It is a modern, prosperous and culturally diverse country, where the education profession has been highly respected since the time of Confucius. Technology is a defining aspect of life here, with advanced connectivity making transportation, dining, payment, translation, shopping and even social life easy for expatriates to enjoy a very good lifestyle.

Regulatory controls on coal burning and vehicle emissions have seen significant improvements on Beijing's air quality. Beijing is also one of the safest cities in the world currently with successful management of COVID-19 infections.

Beijing, which means "northern capital", is a very safe yet vibrant and exciting city with historical sites second to none, including seven UNESCO World Heritage Sites such as the Great Wall of China (1 ½-hour drive from DCB), the Forbidden City, the Summer Palace, and the Temple of Heaven. Modern skyscrapers tower over closely packed old neighbourhoods – the charming "hutongs" – while high-end sports cars zip past rickshaw carriages.

A serious food culture in Beijing means endless culinary offerings can be found all over the city – from mouth-watering street food to international fine dining and everything in between. For adventurous city lovers, there are bars (great craft brewery scene) and lively nightlife (Sanlitun) plus a plethora of visual (798 Art District) and performing arts (NCPA) to explore. For those looking for nature, many parks and lakes dot the city, and hiking is a popular activity outside of town. There is a wide variety of activities to get involved in after work too. DCB staff join netball, rugby, football, Aussie rules, and Gaelic football clubs. The expatriate community is extensive, offering a huge variety of events every week. There are also great opportunities to develop authentic cultural interests.

Beijing is a hub for international travel and just about anywhere in China. From here, it is very convenient to explore popular Asian destinations. Dulwich College Beijing is located 15 minutes from Beijing Capital Airport and in the vicinity of many residential compounds. The areas around our campus are largely residential, though there are many shops and restaurants nearby. It takes 45 minutes to travel to the heart of the city from the school's campus.





EDUCATION in MOTION

About Education in Motion

Education in Motion (EiM) is a global leader in pioneering education for a sustainable future, inspiring generations of learners to Live Worldwise. Since the founding of its first school over two decades ago, EiM has grown its diverse portfolio of schools and brands, offering a blend of innovation and tradition through a range of premium educational offerings across the globe.

Each brand within the EiM portfolio is united by a strong common commitment to excellence in education, nurturing students to make a positive impact for people and the planet. EiM scales learnings, opportunities and resources across its diverse family, enabling each of its brands to be at the cutting-edge of technology, innovation and education. These include Dulwich College International, which offers both K-12 schools and a High School Programme; Dehong®, offering bilingual education; Green School International, promoting sustainability across Bali and the world; Sherfield School in the United Kingdom; Hochalpinen Institut Ftan AG (HIF) in Switzerland; Ignite, a unique outdoors-based overseas residential programme; and Chinese-language learning and teaching platform Wo Hui Mandarin.

Today, EiM empowers over 11,500 students across 14 schools worldwide to thrive holistically on tailored pathways for each unique individual, resulting in outstanding academic results and top university matriculation. Headquartered in Singapore and Shanghai, holistic development and innovative pedagogy ensures all EiM students are motivated and prepared to lead, pioneer and innovate in a rapidly evolving world.



For more information about EiM and its brands, visit www.eimglobal.com.



Scan to follow us

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