DULWICH COLLEGE | BEIJING |
北京德威英国国际学校

JOB DESCRIPTION

Location	Dulwich College Beijing
Department	Senior School
Position/Job Title	Head of Business Studies – iGCSE, A Level and IBDP
Reporting to	Deputy Head of Senior School
Line Manages	Teachers of Business Studies
Collaborates with	

At Dulwich College International, **students come first**. And because teachers play an extraordinary role in nurturing our students to become confident, curious and knowledgeable global citizens, we look to recruit the very best practitioners in international education who are passionate about unlocking the potential of our students.

Our teachers nurture and inspire their students today to make a positive difference in the world – living fully, living responsibly, and living sustainably. We empower our Teachers to **Live Worldwise**.

Our Vision For Teachers

Worldwise Teachers:

- Put students first in all they do
- Display a positive attitude, adaptability and open-mindedness
- Show professional initiative and perseverance
- Are truly collaborative and display highly developed communication skills
- Are committed to internationalism and equity
- Are committed to sustainability and global citizenship

Worldwise teachers believe in:

- The right of every student to be safe, supported and nurtured
- Evidence-based and innovative pedagogy
- Personalised and differentiated student learning
- Setting high expectations for every student
- Empowering students to reach their own goals
- High levels of student motivation and engagement

Worldwise teacher's practice:

- Maximises every student's opportunity learn
- Promotes student agency, reflection and a love of learning
- Delivers academic rigour and holistic learning
- Reveals the complex and inter-disciplinary nature of learning content

<table>
<tr><td colspan="3">

- Creates a supportive and dynamic learning environment
- Develops students' higher-order thinking

</td></tr>
<tr><td colspan="3">We live our values in everything we do. A company's culture is a reflection of the company's core values. Our behaviours reflect our values.

Our Pillars, Our Values</td></tr>
<tr><td colspan="3">WORLDWISE</td></tr>
<tr><td colspan="3">

- We build bridges to the world to make a positive difference
- We care for one another, our communities and our planet
- We are connected
- The future is always one step ahead yet we are already equipped with the skills, courage, compassion to navigate it with confidence.

</td></tr>
<tr><td>STUDENTS COME FIRST</td><td>STUDENTS COME FIRST</td><td>STUDENTS COME FIRST</td></tr>
<tr><td>

- I put students at the heart of my decisions
- I listen to student voice and it is reflected in my practice
- I challenge myself to constantly do better

</td><td>

- I put the team's success ahead of my own
- I partner across our Group to create new ideas
- I build trusting, respectful relationships

</td><td>

- I find creative ways forward
- I seek out diversity of thought to inform rich insight
- I turn ideas into actionable solutions

</td></tr>
<tr><td>Leading with Purpose</td><td colspan="2">Our Middle Leaders drive academic excellence, pastoral care, and school-wide initiatives, fostering a culture of growth, well-being, and impactful learning experiences for all students. As a member of the Senior School Middle Leadership Team, your role is pivotal in ensuring the highest standards of learning, well-being, and professional practice across the school. This leadership position requires a commitment to collaboration, student success, and fostering a culture of excellence.</td></tr>
<tr><td>Professional Integrity and Collective Responsibility</td><td colspan="2"><u>Professional Requirements</u>:

• As a Middle Leader, you represent not only your department or year group, but also the broader vision and values of the College. With that comes the responsibility to lead with professionalism, unity, and purpose. It is essential that all Middle Leaders demonstrate professional integrity and alignment in their communications and actions. While it is both welcomed and expected that you advocate for your team, share concerns, and help surface issues for improvement, this should always be done constructively and through the appropriate channels. Your role is to listen, support, and help colleagues understand the rationale behind decisions, not to distance yourself from them. Middle Leadership is a position of influence. How you speak, behave, and lead has a powerful ripple effect across your teams and into our students' experiences. Your professionalism and positivity</td></tr>
</table>

	underpin the culture we all share—and help ensure that our school remains a place of high trust, high expectations, and high support. **<u>What This Looks Like in Action:</u>** • Explain the reasons behind decisions clearly and positively, even if you initially had reservations. • Using professional language and tone when discussing leadership decisions with your team. • Bringing concerns or feedback to the Senior Leadership Team constructively and through appropriate avenues. • Supporting a culture where change is approached with curiosity and commitment, not cynicism. • Acting as a role model of respect and alignment, even when things are challenging. **<u>Leadership and Accountability</u>** • Your team looks to you for guidance, decisions, and direction. When challenges arise, your first instinct should be to provide solutions and take initiative. Leadership means being proactive, setting expectations, and driving support and support. It is also about problem-solving where necessary. It is important to relay concerns to the next level if support is needed or if they have been successfully addressed. A great leader empowers and develops others, through coaching and mentoring. **<u>Key Responsibilities</u>**: • Inspire and support a high-performing team by setting expectations, fostering collaboration, and ensuring accountability for student success. • •Ensure consistency across the team, aligning learning environments, teaching practices, and pastoral care with school-wide policies. • Embed safeguarding, health and safety, and College policies into daily practice. • Use student data to drive decisions, ensuring all children receive appropriate support and challenge. • Support pupil progress and interventions, ensuring every child reaches their full potential. • Oversee behaviour management in your area, acting as the primary parent contact for issues beyond the classroom. • Encourage student voice and leadership, ensuring pupils play an active role in shaping their school experience. • Oversee performance management for teachers within your department, fostering continuous professional growth. 2 • Support cross-school strategic transitions (e.g., Year 6 to Year 7, Year 9 to 10 and Year 11 to 12.)

	• Take responsibility for resource and budget management for the department, ensuring effective use and distribution of materials. • Comply with the College policies regarding professionalism, confidentiality, and IDEA equal opportunities. • Exhibit an air of positivity and professionalism to drive a positive culture **<u>What This Looks Like in Action:</u>** • Running collaborative team meetings to share best practices and address challenges. • Ensuring school-wide behaviour management strategies are consistent across classrooms. • Tracking student progress data to identify learning gaps and targeted interventions. • Leading the process of restorative conversations with students and families in your area to support well- being and behaviour choices. • Conducting coaching conversations, setting professional goals, and supporting development plans based on individual strengths and areas for growth • Working with leaders from other departments/year groups to ensure curriculum continuity, transitioning well, and information sharing to ease pupil movement. • Upholding school-wide expectations in all communications and conduct; treating confidential information with discretion; actively supporting an inclusive and respectful environment for all students and staff. • Maintaining a calm and solution-focused approach during challenges; role-modelling respectful, proactive, and collaborative behaviour in all team settings; supporting a 'can do' atmosphere that inspires colleagues and students alike. • Attending student events/performances **<u>Teaching and Learning</u>:** Heads of Department ensure teaching aligns with the school's high expectations and best practices. • **Key Responsibilities:** • Lead planning meetings to ensure high-quality teaching and learning. • Oversee curriculum alignment, ensuring clear skill progression. • Work closely with AEN, EAL, and other key stakeholders to support diverse student needs. • Lead and manage department Learning Walks, Book Looks, and reflective discussions as tools for professional growth. • Facilitate the documentation of the curriculum. • Support with the options process where appropriate • Ensure classroom aesthetics are engaging and purposeful and support student learning while also creating a warm, welcoming

	environment that fosters a sense of well-being and belonging for all students. • Collaborates in assessment moderation and planning to ensure consistency across the department. 3 • Ensure cover is set and followed in departments when necessary • Data analysis at key points in order to create action plans • Continuously review and audit curriculum planning and assessments • Ensure reporting is timely and accurate • Celebrate strengths and successes in the department • Ensure staff wellbeing where possible in your team, and support where required and appropriate **<u>What This Looks Like in Action:</u>** • Facilitating collaborative planning sessions to design rich learning experiences. • Ensuring lesson objectives and success criteria are clear and aligned with intended outcomes. • Collaborating with EAL and AEN teams to provide tailored student support. • Aligning planning, displays and routines across all classrooms; conducting regular learning walks and "book looks" to ensure coherence.
Qualification and Experience Required	• At least two years' experience in leading the team • Bachelor or above degree is required • PGCE or QTS, teaching License from non-UK countries are required

Dulwich College International is committed to safeguarding and promoting the welfare of all the students in our care and expects all applicants to share this commitment. 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. All appointments are subject to an interview, identity checks, criminal record checks, and successful references.

Job Description Reviewed	August 2026	
Approved by (Line Manager)	Signature:	Date:
Acknowledgement (Employee's Signature)	Signature:	Date: