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

# INFORMATION

## FOR TEACHER APPLICANTS



2027 - 2028

LIVE WORLDWISE.™



# WELCOME FROM HEAD OF COLLEGE



Thank you for your interest in working at Dulwich College Beijing. We are seeking to appoint outstanding candidates to join our teaching staff, at the beginning of the 2027 - 2028 academic year.

DCB is a special place to be. For twenty years, the College has forged an excellent global reputation for being a kind, caring and welcoming community, and a rewarding place to work. DCB students possess a thirst for learning and are highly motivated every day. We therefore 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 joy and creativity bubbling from all quarters and a highly supportive parent body. To the right candidate, working here will be an extremely rewarding experience. Year 13 students have recently achieved the best IB results in China!

DCB opened in 2005 and has since established itself as a world-class school. The College's current enrollment is over 1,500. Our DUCKS, Junior School and Senior School are aligned in their learning in an intimate yet whole-school atmosphere full of high expectation, interdisciplinary innovation, and mutual celebration.

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 Hutongs and avenues to the many green spaces around the city, and of course the Great Wall, there is something for everyone. Beijing is one of the greatest cities in the world and our staff enjoy a rewarding and safe standard of living.

We also offer excellent professional development opportunities, along with the chance to work with amazing students along with passionate collaborative professionals from around the world. Our network of former students is exceptionally vibrant and talented.

Teaching and living in Beijing are immensely rewarding. I hope that 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,
***Dr Cameron Pyke***
Head of College

# OUR HISTORY

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

When Edward Alleyn, a renowned actor and contemporary of Shakespeare, founded Dulwich College in 1619, his goal was to give students the opportunity and gift of combining academic excellence with a strong sense of responsibility to society. This legacy of educational balance and service 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 Yung first exported the Dulwich vision and spirit to the East upon settling in Shanghai in 2003.

This was indeed a real-life demonstration of what further became the Dulwich motto: *Graduate worldwise* to *Build bridges to the world* based on a Students come first strategy. This legacy has survived, and will convince to innovate 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. We are regularly visited and inspected by our Founding School and our current Head of College has been a senior member of staff there for over two decades.

Dulwich College 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 a holistic curriculum in the 1870s and was also one of the first schools in the UK to introduce Mandarin Chinese. 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 us to talk of their experiences.

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



# EDUCATION in MOTION

**Dulwich College International transitioned to Education in Motion (EiM) in 2021 to include a growing family of premier education brands.**

Today, Education in Motion (EiM) is a growing family of premier education brands, nurturing more than 11,500 students around the world to Live Worldwise.

Dulwich College International is proud to be part of this family of schools that upholds the educational values and traditions of our founding school, Dulwich College in London, a renowned institution with a 400-year heritage of academic excellence.

As the leading force behind a portfolio of super-premium schools, EiM has the vision of pioneering Worldwise education solutions that are innovative, creative and world-changing, with the goal of inspiring and empowering students with the passion, skills and opportunities to make a difference in the world.

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 encompasses Dulwich College International, Dehong®, Green School International in Bali, Sherfield School in the United Kingdom, Hochalpines Institut Ftan AG (HIF) and IGNITE in Switzerland, and Chinese-language learning and teaching platform Wo Hui Mandarin.

EiM headquarters are located in Singapore and Shanghai and its website is **www.eimglobal.com**

**DULWICH COLLEGE INTERNATIONAL**

As one of the premier education brands under EiM, Dulwich College International (DCI) was founded on Dulwich College's vision to take its 400 years of educational experience, academic excellence and innovation abroad. The first of the British independent schools to venture overseas, Dulwich College Shanghai was opened in 2003. Since then, the family of schools have expanded to Bangkok, Beijing, Seoul, Singapore, and Suzhou.

LIVE WORLDWISE.™

www.eimglobal.com




# OUR COLLEGE

## DCB AT A GLANCE

**Year Founded:** 2005
**Student Population:** 1,550+
**Nationalities:** 30+
**Age Range:** 2 - 18

## GOVERNANCE

DCB comprises three Schools: **DUCKS (Dulwich College Kindergarten School)** for students aged 2–7, **Junior School** for ages 7–11, and **Senior School** for ages 11–18. Each School is led by a Head of School, who, together with other senior leaders, forms the **College Leadership Team** under the Head of College.

DCI schools in East Asia are operated by EiM under an agreement with Dulwich College in London. Dulwich College in London visits each school annually and conducts a full inspection every two years. The Head of College is a joint appointment between EiM and Dulwich College in London.

The College is governed by the **Board of Management (BoM)**, which oversees all College operations, and supported by a **Board of Trustees (BoT)**, which acts in an advisory capacity, offering independent perspective and recommendations.

## AWARDS

- Top IB School in China for 2025 on IB-Schools.com ranking, compiled by Education Advisers
- #1 International school in China on the 2024 Forbes China
- Top 150 private schools in the world according to 2024 Carfax Education Index
- 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

# OUR CAMPUS

The design of our campus revolves around three main focal points to support our holistic learning philosophy – a green, sustainable environment, an open and conducive learning community and a reflection of shared values of our community and culture. We offer an educational environment designed to nurture the intellectual, social and emotional development of our students.

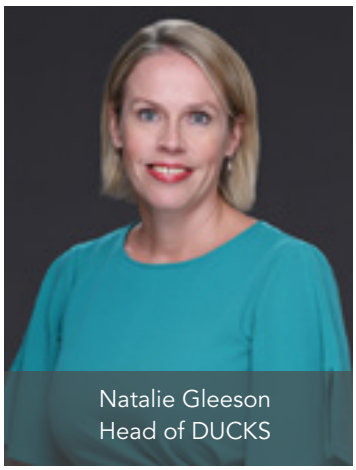
Our world-class facilities include a state-of-the-art STEAM & entrepreneurship hub SE21, the driving force behind interdisciplinary and enterprise learning. Other facilities include two air-filtered sports domes, a multi-purpose sports hall, six tennis courts, a weight room, dance studio, a FIFA two-star-rated football pitch, a rugby pitch certified by the International Rugby Board, a cricket pitch and an astroturf sports pitch, and a swimming pool. The school building houses two large theatres with over 750 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, an IB Art Studio, three libraries, 10 well-equipped science laboratories, and well-lit classrooms with MaxHubs. DCB is a wireless campus supporting our 1:1 laptop programme from Year 3 onwards.

Our continuous investment in facility upgrades reflects our belief in the power of the environment to support learning, wellbeing, and the holistic development of our students.

Over the summer of 2025, we reimagined our Reception classrooms, expanded playgrounds, and renovated the DUCKS art room. We also upgraded the Common Room for our IB and A-Level students, as well as the Wodehouse and Edward Alleyn Theatres.




RESPECT
DULWICH
INTEGRITY
VALUES
RESPONSIBILITY
KINDNESS
The Hub



Natalie Gleeson
Head of DUCKS



# DUCKS

*Toddler to Year 2, aged 2-7*

At DUCKS, the child-centred philosophy places each child's individual needs and interests at the heart of learning. Educators recognise every child's unique starting point, tailoring their approach as children explore their passions through inquiry-based play. A holistic curriculum spanning the Early Years Foundation Stage (EYFS) and the National Curriculum supports emotional, social, cognitive, and creative development, while nurturing the collaboration, critical thinking, and problem-solving skills children need to thrive in an ever-changing world. A rich dual-language environment further strengthens this foundation, fostering translanguaging that builds identity, communication, cognitive flexibility, and cultural awareness for future global citizens.

Exceptional indoor and outdoor facilities are thoughtfully curated to inspire curiosity and creativity, while nurturing strong relationships between children and educators. These personalised experiences help children feel seen, heard, and valued, building a genuine sense of belonging within the community. Specialist teachers bring this to life through the College's five educational pillars, including Sport and The Arts — building physical fitness, teamwork, resilience, and discipline alongside the creativity and problem-solving skills that help children navigate their world.



Community is central to the DUCKS experience, with parents welcomed as children's first educators and the House system fostering belonging through whole-school events. Underpinned by Dulwich College Beijing's values and a focus on wellbeing, this positive, secure environment encourages children to take risks, explore new ideas, and grow into confident, creative thinkers ready for tomorrow.



Aidan Stallwood
Head of Junior School



# JUNIOR SCHOOL

*Years 3 to 6, aged 7-11*

At Dulwich College Beijing, our Junior School is a place where students are truly known, cared for and encouraged to flourish. For families, choosing a school means finding a community where their child will be happy, confident and well supported, while also being challenged to achieve their very best. As Head of Junior School, I believe every student deserves a genuine sense of belonging, to be inspired by their learning, and nurtured to discover their strengths.

Our strong academic reputation is founded on excellent teaching and an enhanced English curriculum approached through integrated inquiry, encouraging students to be curious, ask questions, and apply their learning across different contexts, all enabled through learning experiences that are purposeful and engaging. Specialist teaching in languages, STEM, the arts, sport and our libraries complements classroom learning, while the study of Mandarin and engagement with Chinese language, literature and culture help children appreciate the country they live in and grow into confident, globally-minded learners.

Just as important as academic success is the kind of person a student becomes. We place great value on character building. Characters such as integrity, kindness, courtesy, respect and consideration for others are fostered through the curriculum, wellbeing programmes such as Mindful Mornings, and everyday interactions.  Students are also encouraged to lead, through classroom responsibilities, service opportunities and co-curricular activities that prepare them for the next stage of school and for life beyond it.

We are equally proud of our community, built on close partnership between home and school through regular communication via platforms like Seesaw and Dulwich Central, and a shared commitment to trust and each student's success.

As one of three connected Schools within the College, the Junior School plays an important role in a child's wider Dulwich journey. The foundations built in DUCKS are built on in Junior School, at each stage developing the knowledge, skills and character that will serve them throughout their lives. What makes DCB special is its balance of ambition and care, tradition and innovation. Our aim is simple: that every student leaves Junior School happy, challenged and inspired, ready for the next stage of their journey into our Senior School.



Clare Anderson-Au
Head of Senior School



# SENIOR SCHOOL

*Years 7-13, aged 11-18*

At DCB Senior School, we believe all staff have 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.

Each student belongs to a tutor group and is supported 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. This challenge and rigour starts 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. Our IGCSE programme in Key Stage 4 (Years 10 and 11) provides students with both breadth and depth of study. We offer around 30 subjects, including three specialist courses developed in-house: our award-winning STEM programme, our AI and Robotics course FutureTech, and our innovative media technologies programme Creative Media. In Key Stage 5 (Years 12 and 13), students can choose between two world-class pathways: the International Baccalaureate (IB) Diploma Programme or A Levels, both opening doors to top universities worldwide. Our A Levels are offered as part of the International Advanced Diploma (IAD): our unique, highly personalised curriculum that combines A Levels with accredited real-world skills.




International A Levels

# OUR GUIDING STATEMENTS

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

## MISSION

LIVE
WORLDWISE.™

## VISION

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

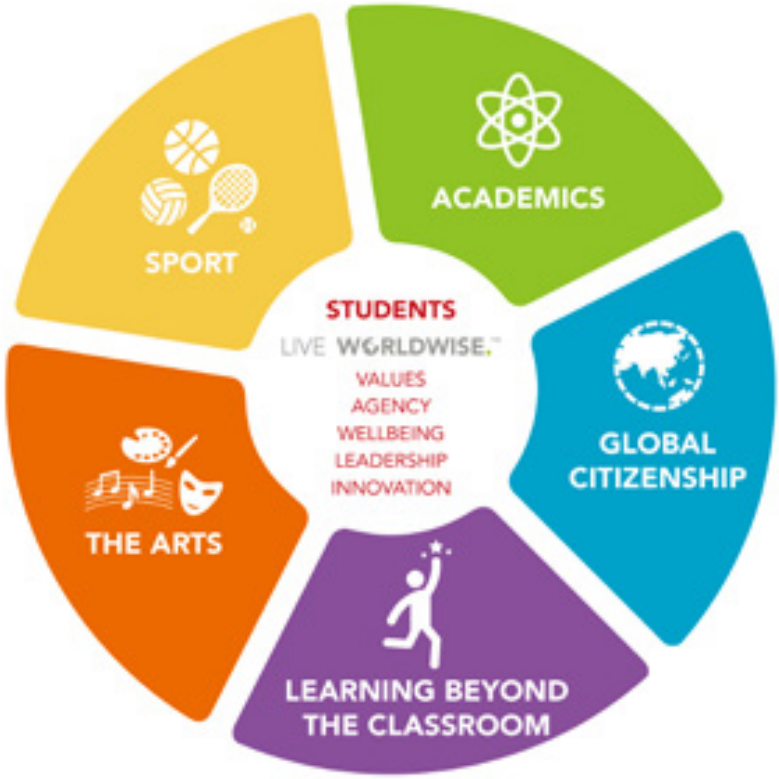
## VALUES



# 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 empower students to 'Live Worldwise'. 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.

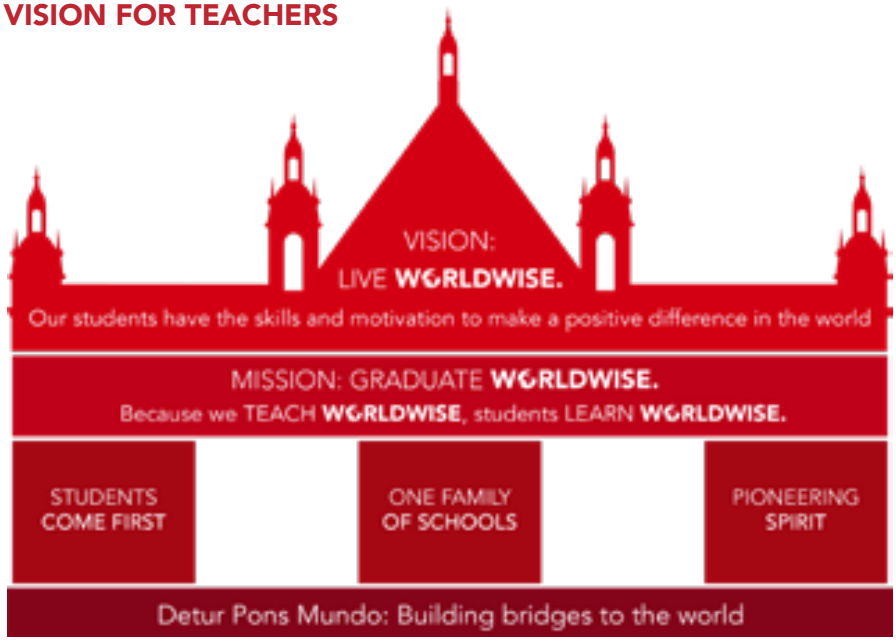
**Student leadership:** Students are able to take on a range of leadership positions across the College, and all students are taught leadership capabilities.

**Innovation:** Drawing strength from our founding school's history of philanthropy, pioneering spirit and innovation, our Dulwich Digital Difference ($D^3$) will bring together various digital tools and technical changes in the service of excellent learning and teaching.

# TEACH WORLDWISE.™

Education in Motion (EiM) is a family of leading international schools in Asia. Across our schools, we are focused on nurturing every student to have the skills and motivation to thrive in life and make a positive difference in the world – that is, to **Graduate Worldwise**. To this end, we look to recruit the very best practitioners in international education who are passionate about unlocking the potential of our students, and who will continue to grow with us as Worldwise Teachers.

## 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

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

# OUR CONCEPTUAL DRIVERS

Our mission of **LIVE WORLDWISE** 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 curiousity 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.



# 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'.

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.



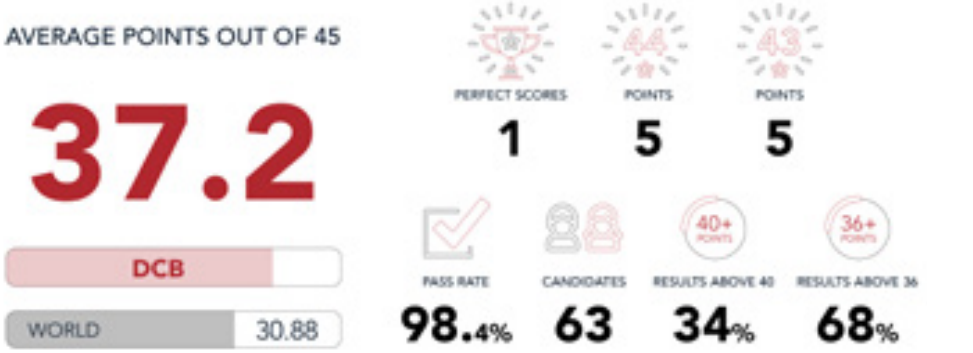
# ACADEMIC EXCELLENCE

## University Matriculations (past 5 years)

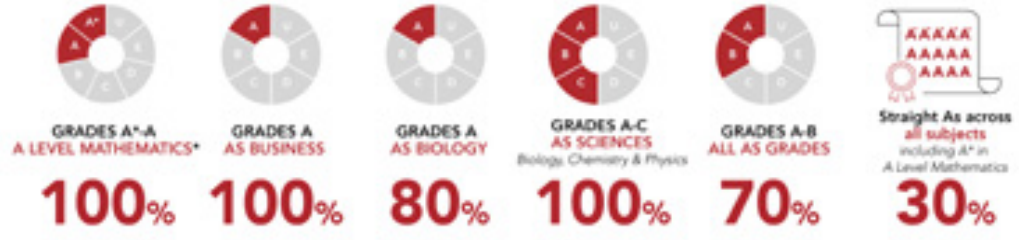



and other reputable universities!

## 2026 IB results

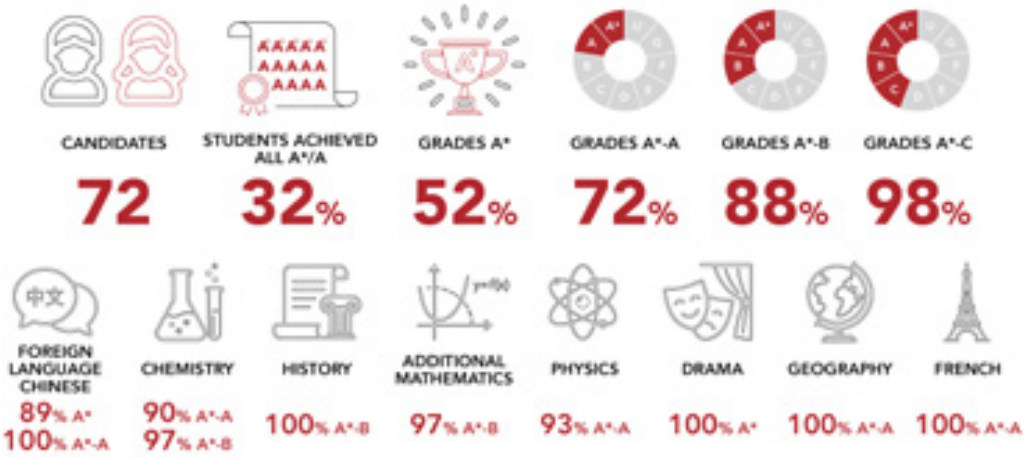



## 2026 AS & A-level results




*1: **A Level Mathematics:** Students taking Mathematics may choose to complete the full A Level Mathematics qualification in Year 12, before progressing to A Level Further Mathematics in Year 13.
*2: **AS Level grading:** A is the highest grade awarded at AS Level. A* is only awarded for the full A Level qualification.

## 2026 IGCSE results



## 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.<br>• Lessons have clear **sequencing** and learning intentions with goals that clarify what next steps and success look like.<br>• Practice utilises appropriate description and a variety of **activities** and assessment techniques for diagnostic, formative, and summative purposes.<br>• 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.<br>• Students build **respectful** relationships and experience effective collaboration, which activates **intrinsic** motivation.<br>• 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.<br>• Teaching anticipates and is **responsive** to classroom disruption whilst **reinforcing** positive behaviours.<br>• 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.<br>• Use feedback as a tool for student **interaction** between technology, peers, self, external experts and teacher to support student growth.<br>• Scaffold differentiated tasks and modalities to make learning visible and **embed** metacognitive awareness and **activate** learner agency. |

# HOLISTIC DEVELOPMENT

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, debating and much more. They are given the opportunity to collaborate with their peers at DCB and across the Dulwich family of schools. Many of our co-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

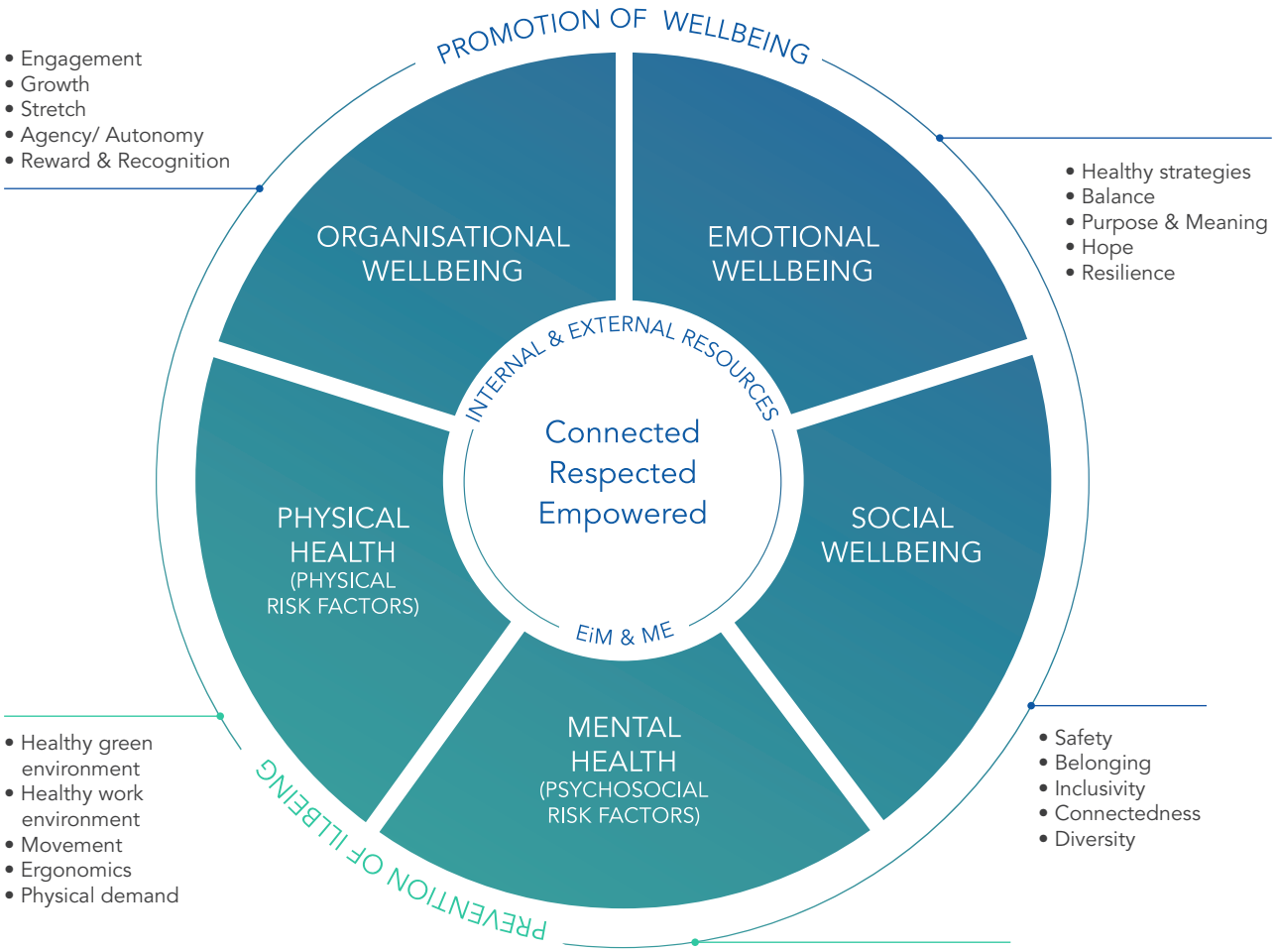
Wellbeing is at the heart of all we do, and students are supported by an excellent and committed staff. From DUCKS, every student, as well as every teacher, belongs to a House, which is the basis of the system of guidance and welfare that enables us to take personal care of each student. Many children 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 Belonging Committee for staff.





# EIM STAFF WELLBEING FRAMEWORK

The below Wellbeing Framework supports and guides our wellbeing strategy and implementation at DCB.




SELF
COLLEAGUES
COMMUNITY

# PROFESSIONAL DEVELOPMENT AND LEARNING

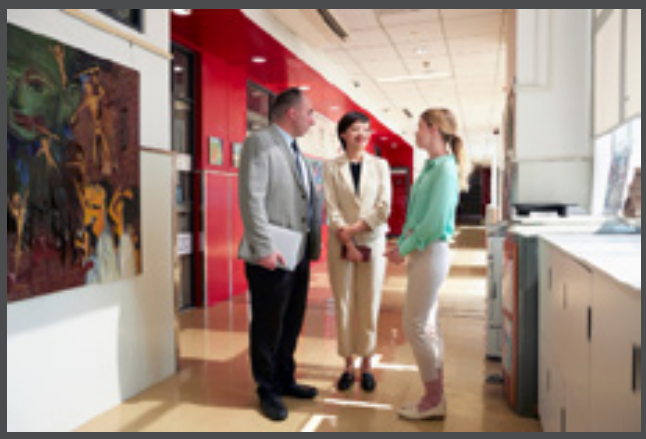
At DCB, we believe that high-quality professional development is central to providing the best possible educational experience for our students. We offer a wide range of opportunities for staff to grow, both within the school and beyond. These include in-house training tailored to our context, external courses and conferences, and collaboration across the wider Education in Motion (EiM) group, where staff can connect with colleagues from around the world.

Our approach to professional development is grounded in research and the science of learning. Effective PD is evidence-informed, supportive, goal-driven, and sustained over time—ensuring that learning is not a one-off event but a process that leads to meaningful growth. At DCB, professional learning is designed to motivate and challenge us, while also providing the tools and strategies we need to continually improve our practice.

PD at DCB directly supports our guiding statement, Live Worldwise. By investing in ourselves as educators, we create richer, more effective learning experiences that empower every student to thrive in a global community.









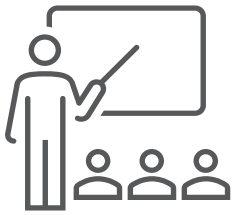
# SUPPORT STAFF

The College has dedicated, professional bilingual administrative staff who provide exceptional support in the areas of ICT, operations, purchasing, finance, admissions, events, marketing and communications. This support enables teachers to focus on contact time with their students.



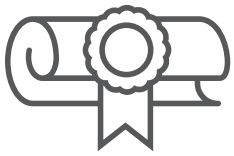
# SALARY

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 needs 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

A competitive flight allowance is provided to teachers every school year. School will also 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 the second year, a 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 are provided for teachers and their dependents.



### GRATUITY AND LONGEVITY AWARD

A competitive gratuity and longevity award is provided to a teacher at end of each contract.



### NATIONAL PENSION CONTRIBUTION AND REFUND

10% of RMB35,283(RMB3,528/month, RMB/42,339) soical security contribution (pension and medical) will be paid from teacher's before tax salary to the authority. The contribution will be refunded to the teacher in one lump sum (tax free) after completing the contract and leaveing China.



### EMPLOYEE ASSISTANCE PROGRAM (EAP)

The EAP is available to all staff to support their well-being both at work and home. It offers confidential counseling, assistance with stress, anxiety, and personal concerns, as well as guidance on financial, legal, and family matters.

# TAX

## 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 Secruity Contribution**

(Pension, Medical and Unemployment)/Year
44,600

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

## NEW TO DCB

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



# SCHOOL ENVIRONMENT AND FACILITIES

Dulwich College Beijing (DCB) offers an educational school environment designed to nurture the intellectual, physical, social, and emotional development of our students.

## EDUCATIONAL FACILITIES

**DCB provides outstanding educational facilities.**

- DCB is a wireless campus supporting our 1:1 laptop programme from Year 5 onwards
- All teaching staff are provided with laptops
- All classrooms are equipped with MaxHubs
- Three libraries
- Ten well-equipped science laboratories
- A world-leading indoor and outdoor learning environment for DUCKS students to learn through play in the natural environment with water, sand, and garden features
- Dedicated study spaces for Year 12 and 13 students

**DCB has world-class facilities that enhance and enable innovative learning.**

- Our state-of-the-art STEAM & entrepreneurship hub, SE21, that is the driving force behind interdisciplinary and enterprise education.
- An AI Innovation Lab that is used by students and educators to learn, create, and showcase the applications of AI in Education and beyond.

## PERFORMING ARTS FACILITIES

- Two large theatres with 755 seats combined
- Two black box theatres
- Three spacious music rooms and seven practice rooms
- Two ICT suites, including one dedicated to music
- A professional green screen film studio
- A fully equipped radio studio
- Light and airy art rooms

## SPORTS FACILITIES

We provide DCB students, parents, and the community with access to a wide range of sports facilities and equipment.

- Two air-filtered sports domes
- Sports Club including a 25-metre swimming pool, a sports hall, a dance studio, a fitness room
- Six tennis courts of China Open standard
- A FIFA two-star rated football pitch
- A cricket pitch
- A rugby pitch



# 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. Air quality in Beijing has drastically improved over the last few years with regulatory controls on coal burning and vehicle emissions.

# LIVING IN BEIJING









Living as a guest in China is highly rewarding. It is a modern, prosperous and culturally diverse country, where teachers 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. The culture is very welcoming and child-friendly.

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, the Forbidden City, the Summer Palace, and the Temple of Heaven. Modern skyscrapers tower over closely packed old neighbourhoods – the charming "hutongs" – while wonderful parks and the nearby mountains offer ample opportunities for recreation.
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 (with a 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 offers a huge variety of events every week. There are also great opportunities to develop authentic cultural interests.

Beijing is a hub for travel inside China (the train network is outstanding) and internationally. From here, it is very convenient to explore popular Asian destinations. Dulwich College Beijing is located only 15 minutes from Beijing Capital Airport and in the vicinity of many residential compounds. There are many shops and restaurants nearby. It takes merely 45 minutes to travel to the heart of the city from the school's campus. Seoul, for example, is barely two hours away.



# 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)

# Contact us

General Enquiries

Campus Tour

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