

Beijing City International School 北京乐成学校
 No. 77 Baiziwang Nan Er Road, Chaoyang District, Beijing 100022, P. R. China
 Tel: +86 10 8771 7171 Fax: +86 10 8771 7778
 北京市朝阳区百子湾南二路77号, 100022

Beijing City International School Early Childhood Center 北京乐成学校幼儿园
 No.11 Dongbal Street, Chaoyang District, Beijing 100022, P. R. China
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 北京市朝阳区东柏街11号, 100022

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.

BCIS MS/HS Spanish 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 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 (BCIS) 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 facilities specifically designed to support our curriculum and progressive teaching and learning environment. This 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 2014/2015 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. This 21,000-square meter facility has been built to an extremely high standard (LEED Gold Standard) of environmental sustainability, in line with the school's mission. 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 is approximately 1,400 students, with 340 children at the Middle School and 257 children at the High School.

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About the Middle School

The Middle School consists of grade 6, 7 and 8. The Middle School leadership team includes the Principal and MYP curriculum coordinator. Each of the eight Areas of Learning has a Team Leader. In addition, there will be newly appointed Grade Level Leaders for the 2026-2027 academic year who will support in the oversight of pastoral and academic care at each of the three grade levels (Grades 6-8). These Team Leaders create an additional leadership group in the Middle School. BCIS is a mission-driven school and these school leaders are empowered to move their teams forward.

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. External assessments include MAP, NGEA, and GL PASS to ensure that our programs remain competitive with other international schools. Support services include two guidance counselors, a university guidance counselor, ELL teachers and TAs and 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 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 (ISTA, TAPS, etc..) and student leadership events such as GIN, MUN and student-initiated business competitions and film festivals. It is a very busy place! BCIS has facilities that are envied by schools across the city and throughout the region.

About the High School

Many students in the High School choose to enroll in the IB Diploma Program. The IB Diploma Programme (IBDP) offers a comprehensive and challenging two-year curriculum, culminating in final examinations. Designed for highly motivated students aged 16–19, it incorporates the best elements of global education systems, establishing broad and balanced academic depth.

In addition to the IB Diploma, BCIS offers a BCIS Diploma program that been aptly named IDEATE (ID8). BCIS IDEATE Program empowers high school students to take charge of their own learning by truly ideating their own path of study. The BCIS IDEATE Program is for students who want to pursue their passions, develop future-ready competencies, and apply their learning to be change-makers in their communities. Fully accredited and recognized by universities around the world, IDEATE is a personalized, inquiry-based high school diploma for students who want to pursue their passions, develop future-ready competencies, and apply their learning to be change-makers in their communities. Students can begin an IDEATE personalized pathway to graduation from G9.

The senior leadership team includes the Principal, Deputy Principal, DP curriculum coordinator, ID8 curriculum coordinator, and High School University Guidance Counselors. Each of the eight Areas of Learning has a Team Leader. In addition, there will be newly appointed Grade Level Leaders for the 2026-2027 academic year who will support the oversight of pastoral and academic care at each of the four grade levels (Grades 9-12). These Team Leaders will create an additional leadership group in the High School. BCIS is a mission-driven school and these school leaders are empowered to move their teams forward.

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Reports to: Middle School Principal

Key Areas of Responsibility for the BCIS MS/HS Spanish Teacher

Job Purpose: In conjunction with the Middle School Principal and High School Principal, the BCIS MS/HS Spanish teacher works with the Subject team leader and Grade Level leader 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.

Instructional Responsibilities

- Model and promote the IB learner profile.
- Teach across a range of ages and abilities, in the IB Middle Years Programme and DP Programme specifically in Grades 6-12.
- 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.
- Implement Analysis of High-Achieving Students: Supports the review of top student scores (e.g., analysis of score distributions) to identify hidden weaknesses and provide tailored academic support at an individual level.
- Develop Support for Grades 6-10 students: Proactively identify, monitor, and nurture students in Grades 6-10. Analyze their learning attitudes, achievements, and specific challenges to design targeted interventions that ensure they remain engaged and achieve their full potential.

Advisor Responsibilities

- Develop Support for Grades 6-8 advisory students: Proactively identify, monitor, and nurture students in Grades 6-8. Analyze their learning attitudes, achievements, and specific challenges to design targeted interventions that ensure they remain engaged and achieve their full potential.
- Cultivate a supportive community where each student feels known, valued, and a sense of belonging through purposeful relationship-building and group activities.
- Champion student wellbeing and academic progress by serving as the primary point of contact for parents and the first line of support for monitoring students' social, emotional, and academic progress.
- Facilitate engaging activities from the wellbeing curriculum to develop students' self-awareness, social-emotional skills, and life strategies.

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 implementation plan, 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.

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- Participate in BCIS's Professional Growth and Support process.
- Schedule and carry out parent-teacher-student conferences.

Specific Responsibilities for Language Acquisition

- Develop students' communicative proficiency in the target language through a balanced approach to listening, speaking, reading, and writing.
- Plan immersive and interactive lessons that encourage authentic language use in real-world scenarios.
- Differentiate instruction to meet the needs of students from emergent to capable communicators, using the IB phase structure.
- Integrate the study of cultural products and practices associated with the target language to foster intercultural understanding.

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.
- Support parent information sessions about, offering workshops and open house events to foster engagement, share updates, and support student success through clear and effective information exchange.

Key Attributes Sought in the BCIS Middle School Teacher

- 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.

Required Qualifications

- Bachelor's degree or higher in a discipline relevant to the teaching subject.
- Teaching qualification
- Above two-years` full-time teaching experience for the subject
- Fluent communication in both written and spoken English
- Knowledge of the IB programme (s)
- Successful experience in working as part of a Middle School or High School team.

Salary and Benefits

The salary will be regionally competitive and commensurate with the qualifications and experience of the successful candidate. The package includes: generous salary, furnished housing, medical insurance, annual travel allowance, shipping allowance, tuition for dependent children, ample professional development opportunities and the benefit of belonging to both a highly engaged leadership team and a warm, caring and innovative community.

Application Process

Interested candidates are requested to apply to ssprincipal@bcis.cn and to send the following in a single PDF document:

- Cover letter
- Educational Philosophy
- Resume
- Educational experience and achievements or performance highlights

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Shortlisted candidates will be interviewed remotely and shortly thereafter finalist candidates will be invited to Beijing to visit with the school, along with spouse, if applicable and if travel allows. Candidates are requested to submit the requested materials as early as possible, as the search committee reserves the right to close the selection process at any time if the right candidate is found. The Search Committee will conduct initial interviews as applications are received.

Application deadline	open
Start date	1st August 2026

NOTE: The above job description reflects the general requirements necessary and describes principal 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.

BCIS is an equal opportunity employer.