

Beijing City International School 北京乐成学校
 No. 77 Baiziwan 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 Dongbai Street, Chaoyang District, Beijing 100022, P. R. China
 Tel: +86 10 6770 0766
 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.

Middle School Deputy Principal 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.

About the Middle School

The Middle School consists of grade 6, 7 and 8. The Middle School leadership team includes the Principal, Deputy Principal 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.

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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.

Reports to: Middle School Principal

Key Areas of Responsibility for the BCIS Middle School Deputy Principal

The Middle School Deputy Principal provides strategic leadership and operational management that ensures a cohesive, supportive, and high-achieving learning environment for all students. This role holds primary accountability for integrating pastoral care with academic support systems, creating a unified approach to student well-being and character development. The Deputy Principal leads the collaborative development of the Middle school's annual goals pertaining to student support, advisory programs, and academic intervention, ensuring all grade-level and counselling initiatives align with the school's mission and strategic plan.

Directly supervising the Social-Emotional Counselling team and Grade Level Leaders, the Deputy Principal chairs regular student support team meetings to review at-risk students and coordinate targeted interventions for academic, social, or emotional needs. This role holds primary accountability for overseeing all matters related to student behaviour management, providing direct support and guidance to advisors and Grade Level Leaders when behavioural issues arise. The Deputy Principal ensures consistent, restorative practices are implemented across the division, equipping advisors and grade-level teams with the strategies and support needed to address student conduct effectively before issues require escalation. They also guide Grade Level Leaders in analyzing cross-grade achievement trends, identifying systemic weaknesses, and developing consistent academic intervention strategies across all grade levels.

The incoming Middle School Deputy Principal will play a critical role in leading with immediate strategic priorities focusing on:

- Timetable/Scheduling - Develop and manage the master academic schedule, ensuring equitable allocation of resources, balanced class sizes, and optimal learning conditions that accommodate all program pathways and student needs.
- Enrichment Activities roll out (Student Communication) - Coordinate the introduction and communication of extracurricular enrichment opportunities, ensuring students receive clear, timely information about how to participate and benefit from expanded learning experiences.
- Week Without Walls - Plan and oversee immersive, experiential learning expeditions that challenge students beyond the classroom, fostering independence, cultural competence, and personal growth through carefully curated off-campus experiences.
- Student Behavior Management - Establish and oversee a consistent, restorative approach to student conduct that maintains a safe, respectful learning environment while teaching students to take responsibility for their actions.
- Advisory Program - Design and oversee the implementation of a developmental advisory curriculum that supports students' academic, social, and emotional growth through consistent mentoring relationships with faculty advisors.
- Teacher/Staff Absence- cover - Coordinate timely, appropriate coverage for absent teachers to ensure uninterrupted student learning and minimal disruption to the school day.
- Teacher Allocations - Make strategic decisions regarding teacher assignments to courses and grade levels, matching faculty strengths with student needs to optimize learning outcomes across all programs.

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- Character Development - Integrate intentional character education across the high school experience, fostering integrity, resilience, empathy, and ethical decision-making in all students.
- 1-1 Mentoring Conversations in Advisory - Equip advisors with tools and expectations for meaningful individual mentoring conversations that build trusting relationships and support personalized student goal-setting.
- Student Attendance - Monitor and respond to attendance patterns, implementing interventions and family partnerships that emphasize the critical link between consistent attendance and student success.
- Food Committee - Participate in schoolwide food service discussions to ensure high school student perspectives and nutritional needs are represented in cafeteria planning and programming.
- Counselling Work - Oversee the delivery of social-emotional counseling services that support student wellbeing, crisis intervention, and healthy development throughout adolescence.
- School Systems (online platform) - Manage the high school's use of digital platforms for learning, communication, and operations, ensuring systems are accessible, effective, and well-utilized by stakeholders.
- Student Health Emergencies - Establish and communicate clear protocols for responding to student health emergencies, ensuring staff are prepared and medical needs are addressed promptly and appropriately.

Key Attributes Sought in the BCIS Middle School Deputy Principal

- Philosophical alignment with BCIS vision, mission, vision, strategic plan and goals.
- Understanding of and empathy for the learning, social and emotional needs of adolescents.
- Commitment to intellectual rigor and personalized learning.
- Previous success in instructional leadership.
- 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.
- Ability to collaborate and build relationships as a member of the secondary school senior leadership team.
- Sense of humor and ability to see the good in all and presume positive intentions.

Required Qualifications

- A proven record of outstanding leadership experience at a senior level.
- A graduate degree in education.
- Experience with, and thorough knowledge of the IB MYP programme.
- Understanding of best practices in curriculum development, instruction, assessment, and student support services (ELL, Learning Support, Gifted and Talented).
- Experience working in a culture other than your own.

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 the Head of School headofschool@bcis.cn and to send the following in a single PDF document:

- Cover letter
- Educational Philosophy
- Resume
- Up to date contact information of four references
- Educational experience and achievements or performance highlights

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文行
忠信
Empowering and
Inspiring through Challenge
and Compassion

www.bcis.cn

Application deadline open
Start date 1st August 2026

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

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

BCIS is an equal opportunity employer.