

JOB OPENING

American Literature Teacher American Section — Middle School (M/F)

EMPLOYER EFID School Board	POSITION START 1 September 2026	CONTRACT Full-time or part-time — Local-law contract
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MESSAGE FROM THE PRESIDENT OF THE EFID SCHOOL BOARD

Dear Madam, Dear Sir,

As President of the EFID School Board (École Française Internationale de Djeddah), it is my pleasure to present an employment opportunity within our school. Accredited by the French Ministry of National Education, in partnership with the Mission laïque française (Mlfmonde) and accredited by the Saudi Ministry of Education, EFID welcomes nearly 1,000 students, from Pre-Kindergarten (Petite Section) to Grade 12 (Terminale), in a stimulating, multilingual and internationally oriented educational environment.

We are looking for candidates who share our values of excellence, kindness, openness to the world and close human relationships, and who wish to join an inspiring and committed educational team. If this opportunity interests you, we would be delighted to meet you to discuss how you could contribute to our educational project.

Emile Nahat

President of the EFID School Board

THE SCHOOL

The École Française Internationale de Djeddah (EFID) offers a complete curriculum from Pre-Kindergarten (Petite Section) to Grade 12 (Terminale). Accredited by the French Ministry of National Education, in partnership with the Mission laïque française (Mlfmonde) and accredited by the Saudi Ministry of Education, it welcomes nearly 1,000 students in a multilingual, multicultural and internationally oriented setting.

POSITION OVERVIEW

The American Literature teacher works at the middle-school level (Cycles 3 and 4 — Grades 6 to 9) within the EFID American International Section (SIA — Section Internationale Américaine), under the authority of the Head of School and in coordination with the Section's leads. As a full member of

the American International Section teaching team, he/she delivers, entirely in English, the American English Language and Literature (LLA) component according to American standards, in accordance with the official curricula of the French Ministry of National Education for the American International Sections (BOEN no. 43 of 19 November 2020 and subsequent texts). He/she prepares Grade 9 (3e) students in particular for the specific examinations of the Diplôme National du Brevet — International Option (DNBI) and actively contributes to the preparation for external certifications (Cambridge English) as well as to the rayonnement of the Section within the school and among external partners.

MAIN MISSIONS

General educational mission

In accordance with the framework of professional competencies for the teaching and education professions (BOEN no. 30 of 25 July 2013), the American Literature teacher contributes to the School's primary mission: to instruct and educate, leading all students to academic success, professional and social integration, and citizenship. As such, he/she transmits and shares the values of the French Republic and the values of the International Section (excellence, intercultural openness, academic rigour), promotes a sense of responsibility and the pursuit of the common good, and excludes all forms of discrimination. He/she observes a duty of strict political and religious neutrality in the exercise of his/her duties.

Design and delivery of instruction

- Teach English-language literature according to American standards, in the International Section, from Cycle 3 (Grade 6 — 6e) to Cycle 4 (Grade 9 — 3e), with a view to preparing students for the Diplôme National du Brevet — International Option (DNBI).
- Teach American language and literature: grammar, vocabulary, written and oral expression, study of works and literary texts from the English-language heritage (with an American focus), American literary and cultural history.
- Prepare students for a level of English-language command equivalent to that of an educated native speaker (target CEFR B2/B2+ by end of middle school), both written and oral.
- Have students study works and texts from the English-language literary heritage (with an American focus), with a level of rigour comparable to that of a literature programme in an English-speaking system (US ELA — English Language Arts standards).
- Help students acquire the academic competencies specific to the Section: literary analysis (close reading), essay writing, argumentation, structured oral presentation, documentary research, creative writing.
- Adapt teaching practices to EFID's multilingual and multicultural context, where Section students present a variety of profiles (native English speakers, bilingual students, advanced French-speaking learners of English).

Student assessment and monitoring

- Design and implement diversified and rigorous forms of student assessment: essays, commentaries, text analyses, oral presentations, debates, mock exams, in line with the expectations of International Section examinations.
- Actively prepare students for the International Section's specific official examinations: written and oral English Language and Literature (LLA) papers of the Diplôme National du Brevet — International Option (DNBI).
- Contribute to running Cambridge English certification preparation workshops (KET, PET, FCE, CAE depending on the level) and support students through to sitting the examinations.
- Ensure personalised follow-up of each student, in liaison with families, Form Teachers (Professeurs Principaux) and the Student Life Office (Vie Scolaire).
- Actively participate in class councils (conseils de classe) and contribute to students' academic and career guidance.

Differentiated and inclusive teaching

- Take into account the diversity of Section students: linguistic profiles (native English speakers, bilingual students, French-speaking learners progressing in English), prior schooling (US, UK, international, French), cultural context.
- Set up remediation and support arrangements for students experiencing difficulties.
- Offer extension and challenge activities: creative writing workshops, book club, literary debates, production projects (short films, podcasts, literary magazine), participation in public-speaking competitions and English-language events.
- Ensure personalised follow-up of each student in liaison with families, and actively participate in their academic and career guidance.

Digital tools, AI and teaching resources

- Use high-level authentic resources: complete works and extracts from the English-language literary heritage, English-language press (The New York Times, The Atlantic, The New Yorker), audiovisual productions, podcasts, online literary resources (Project Gutenberg, Library of America).
- Make use of the institutional resources specific to International Sections (Eduscol — International Section resources, AAMIS — Association for Advancement of International Education resources) and reference English-language academic resources.
- Integrate digital teaching tools (school digital workspace, Microsoft Office, Teams, Google Workspace, various apps such as Teachers, Notability, Padlet, Genially) to support academic learning in English and students' written and oral production.
- Master AI literacy and integrate it thoughtfully, ethically and critically into teaching practices and student support.

School life and teamwork

- Contribute to the rayonnement of the American International Section, to the running of the school and to teamwork; be a source of proposals and actively participate in the school's projects.
- Participate in pedagogical bodies: pedagogical council, American International Section teaching council, class councils, committees.
- Participate in the development and implementation of the American International Section's projects and partnerships: partnerships with American institutions, exchanges, conferences, cultural events.
- Cooperate with families in a spirit of dialogue, transparency and mutual respect; take part in parent–teacher meetings.
- Take part in various internal and external meetings and training sessions: MLF / AEFÉ, AAMIS (Association for Advancement of International Education), Cambridge, school pedagogical days, in-house training.
- Engage in individual and collective professional development (Mlfmonde, AEFÉ, AAMIS, Cambridge network training; pedagogical days; didactic, cultural and digital monitoring; stays in English-speaking countries).

MAIN ACTIVITIES

Subject teaching

- Prepare and deliver, entirely in English, the American Language and Literature lessons at the assigned middle-school levels (Cycles 3 and 4: Grades 6 to 9 — 6e, 5e, 4e, 3e), in compliance with the official curricula and the Section's expectations.
- Design and implement learning and teaching situations within a structured pedagogical framework, combining reading of literary works, language study, written production, oral expression and "school of the spectator" (engaging with audiovisual productions).
- Implement a pedagogical approach drawing on both the French standards of the International Section and English-language methodologies (literature-based instruction, close reading, Socratic seminars, project-based learning, workshop model).
- Mark students' essays, commentaries and oral productions within reasonable timeframes, with clear, formative and personalised annotations, according to the criteria of International Section examinations.
- Prepare and administer internal assessments, mock exams and official examinations: DNBI, Cambridge certifications; validate competencies through continuous in-class assessment (CCF — Contrôle en Cours de Formation).

Classroom leadership and management

- Design, implement and lead teaching and learning situations (interactive lessons, writing workshops, collective readings, debates, projects) that take into account the diversity of students.
- Organise and maintain a group dynamic that fosters learning, rigorous academic expression in English, socialisation and mutual respect among students.
- Maintain total and substantial exposure to the English language in class; create a climate conducive to academic risk-taking, literary creativity and the expression of complex ideas.

Pedagogical and administrative follow-up

- Update Pronote regularly (lesson log, grades, comments, absences, educational sanctions).
- Write precise, individualised report-card comments, in English or French according to the school's practice, integrating the student's academic and linguistic positioning in the Section.
- Prepare and lead parent–teacher meetings; respond to family enquiries.
- Prepare and present recommendations for class councils (promotion, guidance, commendations, warnings).

Commitment to EFID school life

- Take part in pre-term start-up days, pedagogical days and in-service training.
- Represent the school at events (Open Days, fairs, cultural events, presentations of the American International Section and the DNBI track).
- Contribute to personalised support, remediation and extension programmes.
- Lead or co-lead the Section's flagship projects: creative writing workshops, book club, Spelling Bee, debate club, MUN (Model United Nations), cultural days (Thanksgiving, Independence Day, Black History Month, Earth Day), Cambridge prep workshops, international partnerships, school exchanges and trips.
- Be actively involved in the collective life of the school and in the Mlfmonde network.

EXPECTED PROFESSIONAL COMPETENCIES

In accordance with the framework of professional competencies for the teaching and education professions (BOEN no. 30 of 25 July 2013):

Competencies common to all teachers and education staff

- Share the values of the French Republic.
- Act in accordance with the fundamental principles of the education system and the School's regulatory framework.
- Know one's students and the learning processes involved.
- Take into account the diversity of students.
- Support students throughout their educational pathway.

- Act as a responsible educator and in accordance with ethical principles.
- Master the French language for the purposes of communication.
- Use a modern foreign language in the situations required by the profession.
- Integrate the digital literacy required to practise the profession.
- Cooperate within a team, with parents and with the School's partners.
- Contribute to the work of the educational community.
- Engage in individual and collective professional development.

Competencies specific to teachers

- Master the subject content (English language, English-language literature with a particular focus on American literature, US civilisation) and its didactics, and be able to implement the specific adaptations required by American International Sections (SIA).
- Master the French language within the framework of teaching.
- Master English, both written and oral, at a high level (CEFR C1 minimum, ideally C2 or native).
- Design, implement and lead teaching and learning situations (interactive lessons, writing workshops, collective readings, debates, projects) that take into account the diversity of students.
- Organise and maintain a group dynamic that fosters student learning and socialisation.
- Assess students' progress and learning; validate competencies through continuous in-class assessment (CCF), according to the expectations of International Section examinations.

CANDIDATE PROFILE

Education

- Bachelor or Master's degree in English / American Literature, Bachelor or Master's in English teaching (Master MEEF with an English track) or recognised equivalent qualification.
- Qualifying teaching credential required: CAPES, CAFEP, Agrégation in English (France); PGCE, iPGCE, PGDE, QTS (United Kingdom / Commonwealth); AESS (Belgium); Master in Education / State Teaching License (United States / Canada); or any recognised equivalent qualification.
- Excellent level of English required (native level strongly appreciated); French at a minimum B2 level desirable for professional communication.

Subject knowledge and experience

- In-depth knowledge of the specific curricula of the American International Section at the middle-school level, and of the examination formats of the Diplôme National du Brevet — International Option (DNBI).

- Knowledge of the curricula and of the didactic and pedagogical approaches specific to American International Sections (SIA), and the ability to align them with the requirements of the French system.
- Mastery of subject content: English language, English-language literature with a particular focus on American literature (all periods, all genres), US civilisation, didactics of teaching literature in one's native language.
- Knowledge of child and adolescent psychology; ability to support students in their intellectual, linguistic and social development.

Experience

- Significant secondary-school teaching experience required. Prior teaching experience in an American International Section is a significant asset.
- Having completed part of one's schooling, higher education and/or professional experience internationally (in particular in an English-speaking country) is particularly appreciated.
- Experience in a French school abroad (Mlfmonde, AEF network) with an International Section, or in an international school (IB, Cambridge International), is a major asset.
- Experience preparing students for the DNBI exams, Cambridge certifications (KET, PET, FCE, CAE), IGCSE, IB Diploma or AP is appreciated.

Language skills

- English: excellent level required (CEFR C1 minimum, ideally C2 or native), both written and oral.
- French: B2 minimum level desirable, for communication with French-speaking colleagues, administration and some families. The school encourages and supports continued progress in French.
- Knowledge of Arabic is an appreciated asset, but not a mandatory requirement.

Technical and digital skills

- Good command of office software (Microsoft Office, Outlook, Teams, collaborative tools).
- Proficiency in Pronote software is appreciated.
- Interest in digital teaching apps: Teachers, Notability, Padlet, Genially, Google Workspace, online literary platforms (Project Gutenberg, Library of America, JSTOR).
- AI literacy: ethical, critical and pedagogical use of AI tools in class and in student support.

Personal qualities

- Ability to adapt to a demanding, multilingual, multicultural and innovative environment.
- Ability to deliver teaching tailored to a very diverse student body (native English speakers, bilingual students, learners progressing in English).
- Ability to work cross-functionally and multidisciplinary, in network, within an international teaching team.
- Strong knowledge of the English-speaking world (literature, history, contemporary societies, cinema, media) and interest in international literary and cultural current affairs.

- Ability to bring students to the highest academic level in English, sustainably and demandingly; source of proposals and commitment to pedagogical innovation.
- Patience, attentive listening, observation skills and a capacity for remediation.
- Rigour, organisation, punctuality and reliability.
- Enjoyment of teamwork and the ability to adapt to a multicultural environment.
- Commitment to the school's project and to the life of the educational community.
- Intellectual curiosity and interest in pedagogical and cultural developments.
- Discretion, confidentiality and exemplary professional conduct.

POSITION CONDITIONS

- **Type of contract:** Saudi local-law contract — prior possession of a valid IQAMA (or one obtainable in the very short term) is required.
- **Working time:** full-time or part-time depending on the candidate's profile and staffing needs, including all associated duties (preparation, marking, follow-up, meetings, class councils, parent–teacher meetings, internal and external training — AAMIS, Cambridge, MLF/AEFE — leadership of Section workshops and projects).
- **Place of work:** EFID, Jeddah, Saudi Arabia.
- **Compensation:** based on profile, experience, working time and the school's salary scale.
- **Start date:** 1 September 2026 (start of the 2026–2027 academic year).

REQUIRED DOCUMENTS

- Up-to-date Curriculum Vitae (CV)
- Cover letter
- Completed and signed application form
- Copy of IQAMA (Saudi residency permit) and passport

APPLICATION

Please send your complete application to the following address:

recrutement@lyceefrancaisdjeddah.com

Please state the title of the position you are applying for in the subject line.