École Française Internationale de Djeddah (EFID)
Accredited French institution — Mlfmonde network
PO Box 9982 — Jeddah 21423 — Saudi Arabia
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JOB OPENING

Computer Science (NSI) Teacher
High School — Grades 10, 11 and 12 (M/F)

EMPLOYER	POSITION START	CONTRACT
EFID School Board	**1 September 2026**	**Full-time or part-time — Local-law contract**

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 Computer Science (NSI — Numérique et Sciences Informatiques) teacher works at the high-school level (Grades 10–12: Seconde, Première, Terminale) under the authority of the Head of School. As a full member of EFID's science teaching team, he/she takes a full part in the life of the

school and in the implementation of the educational project. He/she delivers instruction strictly in line with the official curricula of the French Ministry of National Education: Digital Sciences and Technology (SNT) in Grade 10 (Seconde), and the Computer Science (NSI) specialism in Grade 11 (4 hours per week) and Grade 12 (6 hours per week), as defined by the current curricula (BOEN special issue no. 1 of 22 January 2019 and complementary texts).

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 NSI 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, promotes a sense of responsibility and the pursuit of the common good, and trains students in a critical, ethical and civic use of digital technology. He/she observes a duty of strict political and religious neutrality in the exercise of his/her duties.

Design and delivery of instruction

- Design and implement rigorous teaching and learning situations within the framework of the official French high-school curricula: SNT in Grade 10 (Seconde) and the NSI specialism in Grades 11 and 12 (Première and Terminale).
- Transmit the knowledge and know-how specific to NSI, covering the four fundamental concepts of computer science: data and its representation, algorithms, programming languages, and machines (hardware architecture, operating systems, networks).
- Help students acquire the subject-specific competencies of NSI: analyse, model, design, program, test, debug, document, communicate; as well as the transferable competencies: work on projects, in teams, and ethically.
- Adapt teaching practices to EFID's multilingual and multicultural context, paying attention to technical vocabulary and implicit references (technical English, predominantly English-language documentation).
- Mobiliser les outils informatiques requis par les programmes : langage Python (langage de référence en NSI), environnements de développement (IDE — Jupyter Notebook, Thonny, VS Code), gestion de versions (Git/GitHub), bases de données relationnelles (SQL/SQLite), HTML/CSS/JavaScript pour le développement web, environnement Linux en ligne de commande.

Student assessment and monitoring

- Design and implement diversified forms of assessment: diagnostic, formative and summative assessments; written assessments; on-machine assessments (graded lab work); individual and collective projects; oral defences; mock exams.

- Actively prepare students for official examinations: NSI specialism exam at the Baccalauréat (written exam and practical on-machine exam in Grade 12); where applicable, preparation for the Grand Oral when a student chooses NSI as their supporting specialism.
- 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 and contribute to students' academic and career guidance, in particular towards scientific and digital pathways in higher education (CPGE — Classes Préparatoires aux Grandes Écoles, engineering schools, universities, IUT, BTS, specialised schools).

Differentiated and inclusive teaching

- Take into account the diversity of students: initial level in computer science and mathematics, learning profiles, prior programming experience (often heterogeneous), mother tongue, cultural context.
- Set up remediation and support arrangements for students experiencing difficulties (conceptual, algorithmic or technical).
- Offer extension activities for high-potential students; encourage participation in computing competitions (Castor Informatique, Algoréa, France-IOI, Concours Alkindi, school hackathons).
- Support students in building their learning independence, their ability to learn through documentation, and a positive and critical relationship with digital technology.

School life and teamwork

- Contribute actively to the running of the school and to teamwork within the science pole (Mathematics, Physics-Chemistry, Life and Earth Sciences, Engineering Sciences) and with other disciplines (Economics and Social Sciences, History-Geography, Languages) for cross-curricular projects.
- Participate in pedagogical bodies: pedagogical council, science teaching council, class councils, committees, school digital committee.
- Collaborate with NSI / SNT colleagues to align progressions, assessment topics and digital tools; collaborate with mathematics colleagues on shared concepts.
- Cooperate with families in a spirit of dialogue, transparency and mutual respect; take part in parent–teacher meetings.
- Take part in EFID's cross-curricular projects and events: Science Festival, Mathematics Week, Code Week, in-house hackathons, Open Days, partnerships with companies and universities.
- Engage in individual and collective professional development (Mlfmonde training, pedagogical days, didactic and technological monitoring, MOOCs, NSI teacher professional communities).

MAIN ACTIVITIES

Subject teaching

- Prepare and deliver instruction at the assigned levels: Digital Sciences and Technology (SNT) in Grade 10 (Seconde), Computer Science (NSI) specialism in Grades 11 and 12 (Première and Terminale).
- Cover all the curriculum themes: data representation (types, structures, encoding); processing of table-structured data (CSV, JSON); relational databases (SQL); human-machine interactions on the Web (HTML, CSS, JavaScript); hardware architecture and operating systems; networks and protocols; algorithmics (search, sort, graph traversal, dynamic programming); languages and programming (Python, paradigms, modularity, testing, recursion, object-oriented programming).
- Mark students' work (papers, programs, projects, oral defences) within reasonable timeframes, with clear, formative and personalised annotations.
- Prepare and administer assessments, mock exams and official Baccalauréat examinations (written exam and practical on-machine exam), in accordance with the guidelines of the Ministry and the school.

Pedagogical leadership of the classroom and computer lab

- Design, implement and lead varied teaching and learning situations (lectures, tutorials, on-machine lab sessions, group projects) that take into account the diversity of students.
- Organise the dynamic of the classroom and computer lab to foster learning, cooperation, pair programming and mutual respect.
- Manage the class with kindness and high standards; establish a working environment conducive to concentration, risk-taking (trial, error, debugging) and speaking up.

Pedagogical and administrative follow-up

- Update Pronote regularly (lesson log, grades, comments, absences, educational sanctions).
- Write precise, individualised report-card comments that are useful both to the student and to the family.
- Prepare and lead parent–teacher meetings; respond to family enquiries.
- Prepare and present recommendations for class councils, highlighting NSI competencies in students' guidance projects.

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, scientific events, NSI track presentations).
- Contribute to personalised support, remediation and extension programmes; co-lead a computing, robotics or programming club (Scratch, Python, micro:bit, Arduino, Raspberry Pi).

- Be actively involved in the collective life of the school, in the development of digital literacy 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 NSI teachers

- Master the subject content of NSI — algorithmics, programming, data structures, databases, networks, architecture, web — and its didactics.
- Master the French language within the framework of teaching, as well as technical English (computing vocabulary, reading documentation).
- Design, implement and lead varied teaching and learning situations (lectures, tutorials, on-machine lab sessions, group projects) that take into account the diversity of students.
- Organise and maintain a group dynamic that fosters student learning and socialisation.
- Évaluer les progrès et les acquisitions des élèves.

CANDIDATE PROFILE

Education

- Bachelor's or Master's degree MEEF (French initial teacher-education programme) with an NSI track or Mathematics track with a computer-science specialisation; or

- Bachelor's or Master's degree in Computer Science (foundations, software engineering, data science, artificial intelligence, cybersecurity, systems and networks); or
- Engineering degree (from a recognised engineering school, with a focus on computer science, electronics-computing, or applied mathematics-computing); or
- PhD in Computer Science, in Mathematics with a computing specialisation, or in Cognitive Sciences with a digital focus; or
- Bachelor's or Master's degree in Mathematics with strong training in computer science and documented programming experience.
- Other equivalent qualifications

Holders of the CAPES NSI (created in 2020) or the Agrégation in Computer Science (created in 2022) are strongly preferred. The CAPES in Mathematics with a complementary certification in NSI (DIU EIL — Inter-University Diploma "Teaching Computer Science at the High-School Level") is also strongly valued.

Experience

- Computer-science teaching experience at the high-school level (NSI, SNT, ISN) or post-Baccalauréat (CPGE, IUT, university) desired (ideally at least two years).
- Experience in a French school abroad (Mlfmonde or AEFE network) is a major asset.
- Experience preparing students for the NSI specialism exams of the Baccalauréat (written exam and practical exam) is particularly appreciated. Professional experience in software development, computer-science research or the digital industry is a valuable asset.
- Teaching experience with multilingual and multicultural audiences is valued.

Language skills

- Native or near-native command of French (the language of instruction).
- Knowledge of English and/or Arabic is an appreciated asset for communication with families and for working in an international team.

Technical and digital skills

- Proficiency in office software (Microsoft Office, Outlook, Teams, collaborative tools).
- Proficiency in Pronote software is appreciated.
- Mastery of Python (the reference language) and at least one other language (C, Java, JavaScript, SQL); good knowledge of HTML/CSS/JavaScript for the Web part.
- Maîtrise des environnements de développement (IDE : Jupyter Notebook, Thonny, VS Code) et des outils de gestion de versions (Git/GitHub). Bonne pratique de la ligne de commande Unix/Linux.
- Comfortable with interactive visualisation and projection tools (interactive whiteboards, interactive video projectors). Knowledge of databases (SQL/SQLite), networks (protocols, IP addressing), computer architecture and operating systems. Experience with a programmable-board environment (micro:bit, Arduino, Raspberry Pi) is appreciated.

Personal qualities

- Strong teaching instinct: ability to explain abstract concepts clearly, demonstrate live debugging and differentiate according to profiles.
- Kindness, high expectations and a genuine commitment to students' success, including in the practical on-machine exams.
- Excellent oral and written communication skills with all members of the school community (students, parents, colleagues, leadership).
- Patience, attentive listening, observation skills and a capacity for remediation, in particular during debugging phases.
- 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 technological monitoring: evolution of languages, frameworks, artificial intelligence, cybersecurity, digital ethics.
- 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, student-project follow-up, meetings, class councils, parent–teacher meetings, in-service training).
- **Place of work:** EFID, Jeddah, Saudi Arabia.
- **Compensation:** based on profile, experience 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.