École Française Internationale de Djeddah (EFID)
Prince Khalid Ibn Abdullah Ibn Abdulaziz Street
Alearous District, Jeddah 23735 – Saudi Arabia
P.O. Box 9982 – Tel : (+966) 12 511 2200
Email : secretariat@lyceefrancaisdjeddah.com

JOB OPENING

American Section Teacher
Middle School & High School (M/F)

EMPLOYER	POSITION START	CONTRACT
EFID School Board	**As soon as possible**	**Full-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 American Section teacher carries out his/her duties in secondary education (middle and high school) under the authority of the Head of School. As a native English speaker (national of the United Kingdom, United States, Canada, Australia, New Zealand, South Africa or another English-speaking country), he/she is a full member of the American International Section teaching team. He/she

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delivers, in English, the specific instruction of the American International Section of the French Ministry of National Education (BOEN no. 43 of 19 November 2020 and subsequent texts): American English Language and Literature (LLA) and History–Geography in English (HGA / DNL), in accordance with the official curricula and the expectations of the International Section for the Diplôme National du Brevet — International Option (DNBI) and the future Baccalauréat français international (BFI — French International Baccalauréat) – which will be implemented at EFID at a later stage.

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 Section 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

- Design and implement rigorous teaching and learning situations within the framework of the specific curricula of the American International Section for middle school (Cycles 3 and 4) and high school (Grades 10–12: Seconde, Première, Terminale).
- Teach in English — at the International Section's hourly volume (4 hours per week of LLA in middle school; 4 hours in Grade 10 then 6 hours in Grades 11 and 12 within the BFI) — English Language and Literature according to the Section's specific programme.
- Prepare students for a level of language command equivalent to that of an educated native speaker (target CEFR C1/C2), both written and oral.
- Have students study the works and texts of the English-language literary heritage (United Kingdom, United States, Ireland, Canada, Australia, South Africa, etc.), with a level of rigour comparable to that of a literature programme in an English-speaking system.
- Help students acquire the academic competencies specific to the Section: literary analysis, essay writing, argumentation, structured oral presentation, documentary research.
- 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).

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Student assessment and monitoring

- Design and implement diversified and rigorous forms of assessment: essays, commentaries, 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: Diplôme National du Brevet — International Option (DNBI); Baccalauréat français international (BFI) with the "American" mention — written and oral exams in English Language and Literature, and the History–Geography in English (HGA) exam.
- Where applicable, also prepare students for recognised external certifications (Cambridge English C1 Advanced / C2 Proficiency, IELTS Academic, TOEFL iBT) in addition to the official curriculum.
- 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, FLE/FLS for the French-language dimension), prior schooling (US, UK, international, French), cultural context.
- Set up remediation and support arrangements for students experiencing difficulties.
- Offer extension and challenge activities: debate club, Model United Nations (MUN), English public-speaking competitions, creative writing workshops, preparation for English-language university admissions (SAT, personal essays).
- Support students in building their academic independence in English, critical thinking and confidence in speaking.

Digital tools and language exposure

- Use high-level authentic resources: English-language press (The Guardian, The New York Times, The Economist), podcasts, audiovisual productions, documentaries, online literary resources.
- Make use of the institutional resources specific to International Sections and the English-language academic resources (introductory university textbooks, resources from English-speaking teachers' professional associations).
- Integrate digital teaching tools (school digital workspace, word processing, presentation, podcasting, collaborative platforms) to support academic learning in English.
- Ensure total linguistic immersion in class: English is the sole language of communication, instruction and assessment.

School life and teamwork

- Contribute actively to the work of the educational community and to teamwork within the subject and across disciplines.

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- Participate in pedagogical bodies: pedagogical council, Modern Languages subject council, class councils, committees.
- Collaborate with subject colleagues to align progressions, common assessments and tools, and with colleagues from other disciplines to lead interdisciplinary projects (DNL — Non-Language Disciplines taught in English; EMI — Media and Information Literacy; cultural projects).
- 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: Spelling Bee, Public Speaking, English-speaking cultural days, MUN (Model United Nations), Halloween, Thanksgiving, school trips and exchanges.
- Engage in individual and collective professional development (Mlfmonde training, pedagogical days, didactic and cultural monitoring, stays in English-speaking countries).

MAIN ACTIVITIES

Subject teaching

- Prepare and deliver, entirely in English, the American International Section lessons at the assigned levels: middle school (Grades 6 to 9 — 6e to 3e) and high school (Grades 10–12: Seconde, Première, Terminale within the BFI framework).
- Teach, depending on staffing needs: the Section's American English Language and Literature (LLA) and — for candidates with a combined history-geography/English profile — History–Geography in English (HGA / DNL). Co-teaching with a French-speaking history-geography colleague is preferred for the DNL.
- Implement a pedagogical approach drawing on both the French standards of the International Section and English-language methodologies (literature-based instruction, Socratic seminars, project-based learning).
- 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, BFI).

Classroom leadership and management

- Design, implement and lead teaching and learning situations that take into account the diversity of students.
- Organise a classroom dynamic that fosters rigorous academic expression in English, cooperation and mutual respect.

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- Maintain total and substantial exposure to the target language; create a climate conducive to academic risk-taking 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 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).
- Contribute to personalised support, remediation and extension programmes.
- Lead or co-lead the Section's flagship projects and events: MUN (Model United Nations), Spelling Bee, debate club, cultural days (Thanksgiving, Independence Day, English Heritage Day), 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.

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Competencies specific to teachers

- Master, at the level of an educated native speaker, the subject content (English-language language, literature and civilisation — UK, US in particular) and its didactics in the International Section context.
- Master the French language within the framework of teaching.
- Master English, both written and oral, at a native level (CEFR C2).
- Design, implement and lead teaching and learning situations 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 according to the expectations of International Section examinations (DNBI, BFI) and the academic standards of a high-level English-language curriculum.

CANDIDATE PROFILE

Education

- Native English speaker: national of the United Kingdom, United States, Canada, Australia, New Zealand, South Africa, Ireland or another English-speaking country, who has completed all or most of his/her schooling in English.
- University qualification of at least Bachelor's degree level, ideally Master's degree, in English Literature, Linguistics, History, American Studies, Education, or equivalent discipline from a recognised English-speaking system.
- Teaching qualification required: PGCE (UK), Master in Education (US), State Teaching License (US), Ontario Certified Teacher (Canada), CAPES / Agrégation in English (France), or equivalent recognised qualification.

Subject knowledge

- In-depth knowledge of the specific curricula of the American International Section in middle and high school, and of the expectations for the DNB International Option (DNBI) and the Baccalauréat français international (BFI).
- Mastery of English-language academic standards (literature, essay writing, argumentation) and the ability to align them with the requirements of the French system.
- Mastery of subject content: English language (at a native level), English-language literature (all periods, all genres, several cultural areas), civilisation, didactics of teaching in one's native language.
- Knowledge of the assessment formats specific to International Sections: Section written and oral exams, dossier, mock exams.

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Experience

- Teaching experience in middle school / high school or in an International Section is desired (ideally at least two years).
- Having completed most of one's schooling, higher education and/or professional experience in an English-speaking country.
- Experience in a French school abroad (Mlfmonde, AEFE) with an International Section, or in an international school (IB, Cambridge International), is a major asset.
- Experience preparing students for the Baccalauréat français international (BFI), DNBI, IGCSE, A-Level, IB Diploma, AP or SAT exams is appreciated.

Language skills

- English: native level (CEFR C2), both written and oral.
- French: B1/B2 level desirable for day-to-day exchanges 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

- Proficiency in office software (Microsoft Office, Outlook, Teams, collaborative tools).
- Proficiency in Pronote (or EcoleDirecte) school-management software is appreciated.
- Proficiency in digital resources for native-language teaching: online English-language press, literary platforms (Project Gutenberg, JSTOR, EBSCO), academic feedback tools (Turnitin, Google Classroom), presentation and multimedia creation tools.
- Comfortable with visualisation and projection tools (interactive whiteboards, interactive video projectors, classroom tablets).

Personal qualities

- Strong teaching instinct and a love of rigorous academic transmission.
- Kindness, high expectations and a genuine commitment to students' success.
- Excellent oral and written communication skills in English (native level); good command of French.
- Strong knowledge of the English-speaking world (literature, history, contemporary societies, cinema, media) and interest in international current affairs.
- Ability to bring students to the highest academic level in English, sustainably and demandingly.
- 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.

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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, including all associated duties (preparation, marking, follow-up, meetings, class councils, parent–teacher meetings, in-service training, leadership of Section projects).
- **Place of work:** EFID, Jeddah, Saudi Arabia.
- **Compensation: based on profile, experience, working time and the school's salary scale.**
- **Start date:** as soon as possible.

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.

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