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

Drama/Theatre Teacher
Primary, Middle & High School (M/F)

EMPLOYER	POSITION START	CONTRACT
EFID School Board	**As soon as possible**	**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 Drama teacher works with students in primary, middle and high school, under the authority of the Head of School and in coordination with the Heads of the Primary School and the Secondary School. As a full member of EFID's artistic and cultural teaching team, he/she takes a full part in the

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life of the school and in the implementation of its educational project. He/she delivers instruction strictly in line with the official curricula of the French Ministry of National Education (workshops, optional courses and the high-school "Arts — Drama" specialism), adapting it to the multicultural and multilingual context in which EFID students learn. He/she helps give Drama its full place in the student's Artistic and Cultural Education Pathway (PEAC).

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 Drama 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 excludes all forms of discrimination. He/she observes a duty of strict political and religious neutrality in the exercise of his/her duties. Through dramatic art, he/she contributes specifically to students' sensitive, linguistic and civic development.

Design and delivery of instruction

- Design and implement rigorous teaching and learning situations combining stage practice and "school of the spectator" (analytical theatre attendance), from primary school (Cycles 1, 2, 3 — workshops and PEAC) to high school (optional Drama course, "Arts — Drama" specialism in Grades 11 and 12 — Première and Terminale).
- Transmit the knowledge, know-how and interpersonal skills specific to dramatic art: vocal and physical technique, acting, stage reading, directing, dramaturgy, theatre history, school of the spectator.
- Help students acquire subject-specific and transferable competencies: to practise (to act), to analyse (to write, to read), to receive (to watch), to express oneself, to cooperate, to create.
- Adapt teaching practices to EFID's multilingual and multicultural context, welcoming the diversity of students' theatrical, linguistic and cultural references.
- Use digital and technical tools to support theatrical practice: video capture and editing, sound and lighting, podcasting, online resource platforms (Théâtre en acte, Eduthèque, Lumni, Educ'Arte).

Student assessment and monitoring

- Design and implement diversified forms of assessment: formative and summative, individual and collective, covering stage practice (acting, mise en jeu), written work (logbook, performance analyses, Baccalauréat dossier) and oral work (presentations, restitutions).
- Actively prepare students for the official Baccalauréat examinations: optional Drama course (final oral exam at the Baccalauréat); "Arts — Drama" specialism (written exam and practical exam in Grade 12, presentation of a personal portfolio).

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- 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 students: their relationship to the body, voice, others' gaze and public speaking; linguistic background, cultural context, prior theatrical references.
- Set up remediation and support arrangements for students experiencing difficulties.
- Offer extension activities for the most engaged students: advanced workshops, collective creation projects, participation in school theatre festivals and gatherings (Mlfmonde network, local and international partnerships).
- Support students in building their stage confidence, creative independence and a sensitive yet demanding relationship to dramatic art.

School life and teamwork

- Contribute actively to the running of the school and to teamwork within the subject and across disciplines.
- Participate in pedagogical bodies: pedagogical council, Arts subject council, class councils, committees, PEAC steering committee.
- Collaborate with colleagues from other artistic and literary disciplines (French, Literature, Music Education, Visual Arts, History–Geography, Modern Languages, HLP — Humanities, Literature and Philosophy) to lead cross-curricular projects and enrich the Artistic and Cultural Education Pathway (PEAC).
- Cooperate with families in a spirit of dialogue, transparency and mutual respect; take part in parent–teacher meetings.
- Take part in EFID projects and events: Printemps des Poètes (Poetry Spring), Francophonie Week, Open Days, end-of-year show, school theatre festival, theatre outings, school trips.
- Engage in individual and collective professional development (Mlfmonde network training, pedagogical days, didactic monitoring, participation in theatrical practice workshops and regular attendance at performances).

MAIN ACTIVITIES

Subject teaching

- Prepare and deliver Drama workshops, lessons and optional courses at the assigned levels: workshops in primary school (Cycles 1 to 3), workshops and optional courses in middle school (Cycles 3 and 4), optional Drama course and "Arts — Drama" specialism in high school (Grades 10–12: Seconde, Première, Terminale).

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- Teach, depending on staffing needs: dramatic expression workshops in primary and middle school, optional Drama course in high school (3 hours per week), "Arts — Drama" specialism in Grade 11 (4 hours) and Grade 12 (6 hours).
- Assess students' work (logbooks, personal portfolios, video recordings, written analyses) within reasonable timeframes, with clear and formative feedback.
- Prepare and organise assessments, public presentations, mock exams and official examinations (optional Drama and Arts — Drama specialism in the Baccalauréat), in accordance with the guidelines of the Ministry and the school.

Pedagogical leadership of the workshop and classroom

- Design, implement and lead teaching and learning situations (stage practice, table work, stage writing, school of the spectator) that take into account the diversity of students.
- Organise the workshop group dynamic by fostering mutual listening, cooperation, artistic risk-taking and respect; establish a safe framework that enables physical and emotional engagement.
- Manage the group with kindness and high standards; establish a working environment conducive to concentration, speaking up and stage engagement.

Pedagogical and administrative follow-up

- Update Pronote regularly, or the equivalent primary-school tools (lesson log, follow-up, comments, absences).
- Write precise and individualised report-card comments, useful to both the student and the family, covering both practice and analysis.
- Prepare and lead parent–teacher meetings; respond to family enquiries.
- Prepare and present recommendations for class councils, highlighting the competencies acquired through Drama (oral skills, creativity, cooperation).

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, school festivals, cultural events).
- Design, lead or co-lead a Drama workshop and/or a theatre club; organise and prepare end-of-unit presentations and the school's annual show.
- 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.

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- 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 — theatrical practice, acting, directing, dramaturgy, theatre history — and its didactics.
- Master the French language within the framework of teaching.
- Design, implement and lead teaching and learning situations (stage practice, table work, stage writing, school of the spectator) 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.

CANDIDATE PROFILE

Education

- Bachelor's or Master's degree MEEF (French initial teacher-education programme) with a Performing Arts / Drama track; or
- Bachelor's or Master's degree in Theatre Studies, Performing Arts, Directing, Dramaturgy or Modern Letters with a Drama specialisation; or
- Diploma from a French National Higher School of Dramatic Art (CNSAD, ENSATT, ERAC, recognised regional schools) or equivalent qualification from a higher drama school; or
- PhD in Theatre Studies, Performing Arts or Letters with a Drama specialisation; or
- At minimum, a Bachelor's degree (Licence) in Theatre Studies, Performing Arts or equivalent, combined with documented theatrical practice.
- Theatre certification from French National Education
- Other equivalent qualifications

Holders of the CAPES in Modern Letters — Drama option, the CAPES in Music Education and Choral Singing with Drama competence, or the Agrégation in Modern Letters / Arts are strongly

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preferred. Professional experience as a performing artist and/or director is a particularly valuable asset.

Experience

- Drama teaching experience in a school setting (primary, middle or high school) or in workshops/higher schools 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 optional and specialism "Arts — Drama" Baccalauréat exams is appreciated.
- 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 (or EcoleDirecte) school-management software is appreciated.
- Mastery of technical tools supporting creation: video capture and editing, sound and lighting, online theatre resource platforms (Théâtre en acte, Eduthèque, Lumni, Educ'Arte).
- Solid knowledge of theatre history, dramaturgy and stage aesthetics (classical, contemporary and world theatre).
- Comfortable with classroom digital tools (interactive whiteboards, interactive video projectors, classroom tablets) and good basic sound and lighting operation skills.

Personal qualities

- Strong teaching instinct: ability to transmit, build confidence and differentiate according to age (from primary to high school).
- Kindness, high expectations and a genuine commitment to students' success.
- 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.
- 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.
- Artistic and intellectual curiosity; regular attendance at performances and monitoring of contemporary creation.
- 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 or part-time depending on the candidate's profile and staffing needs, including all associated duties (preparation, assessment, follow-up, workshop and restitution leadership, 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:** 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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