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

English Teacher
Middle School & 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 English teacher carries out his/her duties in secondary education (middle and high school) under the authority of the Head of School. As a full member of the Modern Languages teaching team, he/she takes a full part in the life of the school and in the implementation of the EFID educational

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project. He/she delivers instruction strictly in line with the official curricula of the French Ministry of National Education and the Common European Framework of Reference for Languages (CEFR), adapting it to the multicultural and multilingual context in which EFID students learn. The teaching of English holds a central place at the school, which aims to bring every student to the highest possible level of mastery of the language.

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 English 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.

Design and delivery of instruction

- Design and implement rigorous teaching and learning situations within the framework of the official French Modern Languages curricula for middle school (Cycles 3 and 4) and high school (Grades 10–12: Seconde, Première, Terminale).
- Transmit subject knowledge and skills — language (vocabulary, grammar, phonology) and the cultures of the English-speaking world (United Kingdom, United States, Ireland, Canada, Australia, New Zealand, India, South Africa, etc.).
- Train students to communicate in English and help them build their skills in sustained and interactive speaking, writing, reading and listening comprehension.
- Expose students to the culture of English-speaking countries (literature, arts, media, history, contemporary societies) to develop their curiosity, intercultural openness and global citizenship.
- Help students acquire competencies that include capacities, attitudes and know-how; develop students' communicative independence in line with CEFR levels.
- Adapt teaching practices to EFID's multilingual and multicultural context, taking into account the diversity of linguistic profiles (native English-speaking students, students learning English as a foreign language, bilingual students).

Student assessment and monitoring

- Design and implement diversified forms of assessment covering the five CEFR language activities: listening comprehension, reading comprehension, sustained speaking, interactive speaking, and writing.
- Actively prepare students for official examinations: the Modern Language paper of the Diplôme National du Brevet (DNB) in Grade 9 (3e); the Modern Language papers of the Baccalauréat

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(continuous and terminal assessments); the Grand Oral and specialism exams where applicable.

- Where applicable, prepare students for recognised external certifications (Cambridge English — KET, PET, FCE, CAE; IELTS; TOEFL) 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 students: CEFR level, learning profiles, linguistic background, mother tongue, cultural context.
- Set up remediation and support arrangements for students experiencing difficulties.
- Offer extension activities for high-potential students (advanced groups, clubs, certification preparation, language exchanges).
- Support students in developing their communicative independence and confidence in speaking.

Digital tools and language exposure

- Use digital tools and resources that expose students to authentic language (audio, video, podcasts, online press, interactive platforms).
- Make use of institutional and cultural resources: BBC Learning English, British Council, Voice of America Learning, Eduscol, Lumni, BRNE English platforms, digital textbooks.
- Integrate digital teaching tools (school digital workspace, word processing, presentation tools, podcasting tools such as Audacity, collaborative tools such as Padlet, Genially).
- Encourage use of the target language in class, creating genuine linguistic immersion within the lesson.

School life and teamwork

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

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- 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 English lessons at the assigned levels, from middle school (Cycles 3 and 4: Grades 6–9 — 6e, 5e, 4e, 3e) to high school (Grades 10–12: Seconde, Première, Terminale).
- Teach, depending on staffing needs: English as part of the common core (LVA — first foreign language and/or LVB — second foreign language), and where applicable the specialism Foreign and Regional Languages, Literatures and Cultures (LLCER) — English in Grades 11 and 12 (Première and Terminale).
- Implement the action-oriented approach recommended by the CEFR: final tasks, projects, authentic real-life scenarios.
- Mark students' papers and written and oral productions (recordings, videos) within reasonable timeframes, with clear, formative and personalised annotations.
- Prepare and administer assessments, mock exams and official examinations.

Classroom leadership and management

- Design, implement and lead teaching and learning situations that take into account the diversity of students.
- Organise and maintain a classroom dynamic that fosters speaking up, cooperation and mutual respect.
- Maintain regular and substantial exposure to the target language in class; create a climate that encourages linguistic risk-taking and pronunciation.

Pedagogical and administrative follow-up

- Update Pronote regularly (lesson log, grades, comments, absences, educational sanctions).
- Write precise, individualised report-card comments useful to both the student and the family, including the student's CEFR positioning.
- 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.

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- Represent the school at events (Open Days, fairs, cultural events).
- Contribute to personalised support, remediation and extension programmes.
- Lead or co-lead projects and clubs centred on English language and culture: public-speaking club, competitions, MUN, conversation 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, cultures of the English-speaking world) and its didactics.
- Master the French language within the framework of teaching.
- Master the foreign language taught, both written and oral — target reference level: CEFR C1/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, with reference to CEFR levels and descriptors.

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CANDIDATE PROFILE

Education

- For French-speaking candidates: Bachelor's degree (Licence) in English (LLCER — Foreign Languages, Literatures and Cultures; or LEA — Applied Foreign Languages) at minimum, with an English level of at least CEFR C1; Master's MEEF with an English track, Master's in English studies or equivalent are strongly preferred.
- For English-speaking candidates (native or bilingual speakers): minimum 3-year university degree, in any discipline.
- Teaching qualification (CAPES, Agrégation, PGCE, TEFL, CELTA, DELTA or equivalent) is strongly preferred.

Subject knowledge

- In-depth knowledge of the official Modern Languages curricula for middle school (Cycles 3 and 4) and high school (Grades 10–12: Seconde, Première, Terminale).
- Mastery of the Common European Framework of Reference for Languages (CEFR): levels, descriptors, language activities, action-oriented approach.
- Mastery of subject content: English language (phonology, grammar, vocabulary), literature and civilisation of the English-speaking world, didactics of modern languages.
- Knowledge of the assessment formats for languages in the DNB and the Baccalauréat (LVA, LVB, LLCER specialisms).

Experience

- English teaching experience in middle and/or high school desired (ideally at least two years).
- Long stays in English-speaking countries (studies, internships, immersion, work) are highly valued.
- Experience in a French school abroad (Mlfmonde or AEFE network) or in an international school is a major asset.
- Experience preparing students for official examinations (DNB, Baccalauréat) and/or external certifications (Cambridge, IELTS, TOEFL) is appreciated.

Language skills

- English: command at minimum CEFR C1 (ideally C2), both written and oral.
- French: good command of French (at least B2/C1) for professional communication with teaching teams, administration and French-speaking families, and for the drafting of institutional documents.
- 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.

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- Proficiency in digital resources for English teaching: pedagogical platforms (BBC Learning English, British Council, Lumni, BRNE English), audio and video tools (Audacity, podcasts), multimedia creation tools (Padlet, Genially).
- Comfortable with visualisation and projection tools (interactive whiteboards, interactive video projectors, classroom tablets).

Personal qualities

- Strong teaching instinct and a love of transmission.
- Kindness, high expectations and a genuine commitment to students' success.
- Excellent oral and written communication skills in English and French.
- Love of English-speaking cultures, literature, theatre, cinema and international current affairs.
- Ability to convey a passion for language and to make speaking up feel less daunting.
- 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 availability, in line with staffing needs, including all associated duties (preparation, marking, follow-up, meetings, class councils, parent–teacher meetings, in-service training).
- **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

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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.