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

History–Geography in English Teacher (HGA / DNL) American Section — Middle 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 History–Geography in English teacher (HGA — Histoire-Géographie en Anglais; DNL — Discipline Non Linguistique, i.e., non-language subject taught in English) works at the middle-school level within the EFID American International Section, under the authority of the Head of School and

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in coordination with the Section's leads. As a full member of the International Section teaching team, he/she delivers, entirely in English, History–Geography as a Non-Language Subject (DNL), in accordance with the official curricula of the French Ministry of National Education and with the specific provisions applicable to 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), History–Geography in English component.

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 HGA 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 deliver History–Geography lessons in English, in strict compliance with the official middle-school History–Geography curricula (Cycles 3 and 4: Grades 6 to 9 — 6e, 5e, 4e, 3e) and with the specific requirements of the American International Section and the Diplôme National du Brevet — International Option (DNBI).
- Teach History–Geography entirely in English, within the hourly allocation dedicated to the DNL in the American International Section, weaving the French curriculum with the historiographical, geographical and cultural perspectives of the English-speaking world (and the United States in particular).
- Prepare students for the specific examinations of International Sections: the History–Geography in English (HGA) paper of the Diplôme National du Brevet — International Option (DNBI) in Grade 9 (3e).
- Foster students' acquisition of English-language competencies (target CEFR B2/B2+ by end of middle school) and of the methodology expected in international tracks: argumentation, document analysis, historical exposition, map study, structured oral expression.
- Integrate elements of English-speaking and particularly American culture into lessons (primary sources, authentic documents, historiographical perspectives, cultural references) in order to develop students' intercultural openness and their in-depth understanding of global issues.
- 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 in English: document analyses (maps, texts, images, numerical data), compositions, short syntheses, 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: History–Geography in English (HGA) papers of the Diplôme National du Brevet — International Option (DNBI).
- Where applicable, support students' preparation for recognised external certifications (Cambridge English, IELTS Academic, TOEFL iBT) by highlighting the transferable linguistic and academic skills developed in HGA classes.
- 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 and historiographical reference context.
- Set up remediation and support arrangements for students experiencing difficulties.
- Offer extension and challenge activities: historical debates, Model United Nations (MUN), diplomatic simulations, documentary research projects, primary-source analysis workshops, educational outings and international partnerships.
- Support students in building their academic independence in English, their critical mind as historians and geographers, and their confidence in both speaking and writing.

Digital tools, resources and international openness

- Use high-level authentic resources: primary sources in English, English-language press (The Guardian, The New York Times, The Economist), online atlases and GIS (geographic information systems), digital archives, documentaries, history podcasts.
- Make use of institutional resources specific to International Sections (Eduscol — DNL resources, resources from International Section teachers' professional associations) and reference English-language academic resources (Library of Congress, National Archives, BBC History, Stanford History Education Group, etc.).
- Integrate digital teaching tools (school digital workspace, Google Workspace, word processing, presentation tools, collaborative platforms, dynamic online content tools) to support subject learning in English and students' written and oral production.
- Ensure total linguistic immersion in HGA class: English is the sole language of communication, instruction and assessment, while preserving the subject-specific rigour proper to history and geography.

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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, History–Geography subject council, International Section teaching team, class councils, committees.
- Work closely with English teachers (LLA), with other International Section teachers and with the administration, in order to ensure effective pedagogical coordination and overall coherence of the students' pathway. Also collaborate with French-speaking History–Geography teachers to align progressions and expectations.
- Cooperate with families in a spirit of dialogue, transparency and mutual respect; take part in parent–teacher meetings.
- Contribute to the school's educational and cultural projects, in particular those promoting multilingualism and the international dimension: MUN (Model United Nations), cultural days, conferences, educational outings, international partnerships, Thanksgiving, Black History Month, Constitution Day, school trips and exchanges.
- Support the identity and visibility of the DNBI track by taking part in outreach to students, families and external partners (Open Days, Section presentations, fairs).

MAIN ACTIVITIES

Subject teaching

- Prepare and deliver, entirely in English, History–Geography lessons at the assigned middle-school levels (Grades 6 to 9 — 6e to 3e) in the American International Section, in compliance with the official curricula of the French Ministry of National Education.
- Closely articulate one's teaching with that delivered in French-language History–Geography where it exists: jointly built progressions, coordinated choice of materials, aligned assessments, explicit methodological transfers.
- Implement a pedagogical approach drawing on both the French standards of the International Section and English-language methodologies (document-based questions, Socratic seminars, project-based learning, debate-based learning, source analysis).
- Mark students' compositions, document analyses, sketches (croquis), and oral productions (presentations, debates) 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 — History–Geography in English component).

Classroom leadership and management

- Design, implement and lead teaching and learning situations (interactive lessons, workshops, projects, case studies) that take into account the diversity of students.

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- Organise a classroom dynamic that fosters rigorous academic expression in English, cooperation, argued debate and mutual respect.
- Maintain total and substantial exposure to the English language in class; create a climate conducive to academic risk-taking, argumentation and the expression of complex historical and geographical 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 (HGA subject learning and language level).
- 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, dedicated 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: MUN (Model United Nations), diplomatic simulations, history club, debates, cultural days (Thanksgiving, Independence Day, Black History Month), 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.

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- 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 of History–Geography (middle school) and the didactics specific to teaching HGA in an American International Section.
- Master the French language within the framework of teaching.
- Master English, both written and oral, at a high level (CEFR C1 minimum, ideally C2) certified by a recognised body, and/or be a native English speaker.
- Design, implement and lead teaching and learning situations (interactive lessons, workshops, projects, case studies) 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 in History–Geography according to the expectations of International Section examinations (DNBI) and the academic standards of a high-level subject curriculum in English.

CANDIDATE PROFILE

Education

- University degree in History–Geography (Bachelor's minimum, Master's preferred) or in humanities with a History and/or Geography specialisation; combined History + Geography studies particularly appreciated.
- Holders of the CAPES or Agrégation in History–Geography are particularly appreciated. The DNL English complementary certification (Discipline Non Linguistique — Non-Language Subject taught in English) is strongly sought; failing that, proven experience teaching a DNL in English.
- Certification in English (CEFR C1 minimum, ideally C2) attested by a recognised body (Cambridge C1/C2, IELTS Academic 7.0+, TOEFL iBT 100+, or equivalent). Being a native English speaker is a significant asset.

Subject knowledge

- In-depth knowledge of the French middle-school History–Geography curricula (Cycles 3 and 4), of the specific American International Section curricula, and of the expectations of the Diplôme National du Brevet — International Option (DNBI) for the History–Geography in English component.
- Strong ability to implement the French curricula adapted to the specific features of the American Section, weaving French subject requirements with English-language historiographical approaches.

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- Mastery of subject content: history (Antiquity, Middle Ages, modern and contemporary periods), geography (general, regional, thematic), with particular attention to the history and geography of English-speaking areas (in particular the United States).
- Knowledge of the assessment formats specific to International Sections: DNBI written and oral exams, methodological expectations (document analysis, composition, sketch — croquis, oral presentation), common assessments.

Experience

- Experience in international teaching (Mlfmonde, AEFE network, international schools, bilingual schools) will be particularly appreciated (ideally at least two years).
- History–Geography middle-school teaching experience desired (ideally at least two years), in French and/or English.
- Prior teaching experience in an International Section, in a bilingual track or in an IB / Cambridge International programme is a major asset.
- Experience preparing students for the DNB, DNBI, IGCSE History/Geography, IB Diploma (History / Geography) or AP US History is appreciated.

Language skills

- English: CEFR C1 minimum required, ideally C2 or native, both written and oral (the subject's language of instruction).
- French: command of French is essential, at a good level (B2 minimum, ideally 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 software is appreciated.
- Knowledge and command of pedagogical technology tools and resources: Google Workspace (Docs, Slides, Classroom, Forms), Microsoft Office (Office suite, Outlook, Teams), dynamic online content tools (Padlet, Genially, Nearpod), GIS / online cartography tools, digital historical archive platforms.
- Comfortable with visualisation and projection tools (interactive whiteboards, interactive video projectors, classroom tablets).

Personal qualities

- Strong teaching instinct and a love of rigorous subject transmission in an international context.
- Rigour, organisation and a sense of responsibility.
- Open-mindedness and the ability to adapt to an international, multilingual and multicultural context.
- A strong team spirit and motivation for pedagogical innovation, particularly in the use of digital tools and active learning approaches.

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- Solid intercultural competency; ability to value the plurality of references and approaches in class.
- 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, in-service training, leadership of International 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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