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

Music Education 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 Music Education teacher carries out his/her duties in secondary education under the authority of the Head of School. As a full member of the EFID 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

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strictly in line with the official curricula of the French Ministry of National Education, adapting it to the multicultural and multilingual context in which EFID students learn.

Scope of teaching in the French education system:

- **In middle school (Cycles 3 and 4): Music Education and Choral Singing is a compulsory subject in the common core, one hour per week per class, from Grade 6 (6e) to Grade 9 (3e).**
- **In high school (Grades 10–12 — Seconde, Première, Terminale): Music is offered as an optional subject (3 hours per week); it may also be offered as an "Arts" specialism with a Music option (4 hours in Grade 11, 6 hours in Grade 12), depending on the school's choice.**

The assigned teaching load may therefore combine compulsory teaching in middle school and, depending on the school's needs, optional and/or specialism teaching in high school.

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 Music Education 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.

Music Education develops in each student a musical and artistic culture, vocal and instrumental skills, sensitivity to a diversity of aesthetics, and the ability to form an informed judgement on works and practices.

Design and delivery of instruction

- Design and implement rigorous teaching and learning situations within the framework of the official French Music Education curricula for middle school (Cycles 3 and 4) and, depending on the school's needs, the high-school curricula (optional teaching and/or Arts specialism — Music option).
- Work with students on the four main competency areas of the curriculum: 1) carry out musical performance or creative projects; 2) listen, compare, comment and build a musical and artistic culture; 3) explore, imagine, create and produce; 4) exchange, share, argue and debate.
- Build progressive teaching sequences combining collective vocal practice, instrumental practice, analytical listening to works, and musical creation.
- Give a central place to choral singing and to individual and collective vocal practice, in line with the official title of the subject ("Music Education and Choral Singing").

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- Build in students a broad musical and artistic culture: classical and popular repertoires, early and contemporary music, European and non-European music, music from the Arab and English-speaking worlds, intersections with other arts (cinema, theatre, dance, visual arts).
- Adapt teaching practices to EFID's multilingual and multicultural context, valuing the diversity of students' cultural references.

Student assessment and monitoring

- Design and implement diversified forms of assessment: formative and summative, individual and collective, covering both practical work (vocal, instrumental, creative) and cultural knowledge (listening, analysis, vocabulary).
- Actively prepare students for official assessments: continuous assessment for the Diplôme National du Brevet (DNB), to which Music Education contributes; where applicable, the optional and Arts specialism — Music examinations of the Baccalauréat (written and oral papers, project presentation).
- 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 arts pathways (CHAM — Music-Intensive Classes, conservatoires, music academies, humanities preparatory classes with an arts option).

Differentiated and inclusive teaching

- Take into account the diversity of students: initial musical level, learning profiles, linguistic background, cultural context, extra-curricular instrumental practice.
- Set up support arrangements for students experiencing difficulties and challenges for those who play an instrument at an advanced level (at a conservatoire or music school).
- Welcome and value students with disabilities (PAI — Individualised Reception Plan; PPS — Personalised Schooling Plan), providing pedagogical and material adaptations.
- Encourage the enjoyment of musical practice and the building of vocal and physical confidence.

Digital tools and teaching aids

- Use digital tools to support musical learning: digital audio workstations (MAO — Computer-Assisted Music) such as Audacity, GarageBand, MuseScore, Ableton Live or equivalents; music notation software; audio/video capture and editing tools.
- Make use of institutional and heritage resources: Eduscol, Lumni, BRNE Music Education platforms, digital textbooks, resources from the Cité de la Musique — Philharmonie de Paris, France Musique, online media libraries.
- Introduce students to sound capture, recording and digital audio production.

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, subject teaching council, class councils, committees.
- Collaborate with colleagues from other artistic disciplines (visual arts, drama) and cultural disciplines (French, languages, History–Geography) to lead cross-curricular projects, in particular within the Artistic and Cultural Education Pathway (PEAC) and the History of the Arts curriculum.
- Cooperate with families in a spirit of dialogue, transparency and mutual respect; take part in parent–teacher meetings.
- Lead the school choir and/or vocal and instrumental ensembles; organise and prepare concerts, performances and auditions, in particular for the highlights of the school year (Fête de la musique, end-of-year celebration, Open Days, ceremonies, school trips).
- Represent EFID at internal and external cultural events; where applicable, develop partnerships with local cultural institutions (Institut français, conservatoires, concert halls).
- Engage in individual and collective professional development (Mlfmonde network training, pedagogical days, didactic and cultural monitoring).

MAIN ACTIVITIES

Subject teaching

- Prepare and deliver Music Education lessons at the assigned levels, in middle school (Cycles 3 and 4: Grades 6–9 — 6e, 5e, 4e, 3e) and, depending on staffing needs, in high school (Grades 10–12 — Seconde, Première, Terminale, as an option and/or specialism).
- Build balanced teaching sequences combining vocal practice, instrumental practice, listening, creation and History of the Arts; draw on works that are varied aesthetically, historically, geographically and culturally.
- Prepare and lead the rehearsals of the school choir and, where applicable, instrumental ensembles.
- Prepare and administer assessments, continuous assessments and, where applicable, mock exams and official examinations (Arts specialism — Music in the Baccalauréat).
- Mark students' work (listening analyses, musical creations, recorded projects) within reasonable timeframes, with clear and formative annotations.

Classroom leadership and management

- Design, implement and lead teaching and learning situations that take into account the diversity of students.
- Organise and maintain a group dynamic that fosters mutual listening, artistic risk-taking, cooperation and respect.
- Manage the class with kindness and high standards; establish a climate conducive to vocal and physical expression, auditory concentration and creation.

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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 (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 music and arts projects and clubs: choir, contemporary music workshop, digital audio (MAO) workshop, musical theatre, school marching band, depending on resources and students' wishes.
- Organise and supervise the school's concerts, performances and auditions, in liaison with the school leadership and other teams.
- 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 Music Education teachers

- Master the subject content — musical language, music history, varied aesthetics and repertoires — and their didactics.
- Master the French language within the framework of teaching.
- Possess solid practical skills: vocal mastery (singing, choir conducting) and instrumental mastery (at least one instrument at a good level — piano or guitar particularly valued for accompaniment).
- Design, implement and lead teaching and learning situations that take into account the diversity of students.
- Organise and maintain a group dynamic that fosters musical learning, mutual listening and student socialisation.
- Assess students' progress and learning across the four competency areas of the curriculum.

CANDIDATE PROFILE

Education

- Bachelor's or Master's degree MEEF (French initial teacher-education programme) with a Music Education track; or
- Bachelor's or Master's degree in Music, Musicology, Music Composition or equivalent; or
- At minimum, a Bachelor's degree (Licence) in Musicology or Music.
- A conservatoire qualification (DEM, DEMF, French State Diploma, Certificate of Aptitude, DUMI — French Music Educator Diploma) is a significant asset, alongside university qualifications.

Holders of the CAPES in Music Education and Choral Singing or the Agrégation in Music are highly valued.

Subject knowledge

- In-depth knowledge of the official Music Education curricula for middle school (Cycles 3 and 4) and, depending on the teaching load, for high school (optional teaching and Arts specialism — Music).
- Mastery of musical language: solfège, harmony, counterpoint, musical forms, vocabulary of musical analysis.
- Solid musical culture covering a broad spectrum: Western classical music (all periods), popular and contemporary music, jazz, world music, intersections with other arts.
- Knowledge of assessment formats: continuous assessment for the DNB, optional and Arts specialism — Music examinations of the Baccalauréat.

Experience

- Music teaching experience in middle and/or high school desired (ideally at least two years).

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- Experience conducting ensembles (choir, instrumental ensemble, workshop) is appreciated.
- Experience in a French school abroad (Mlfmonde or AEFE network) is a major asset.
- Personal artistic practice (in training, in ensemble, in recital, in composition, etc.) is strongly 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 exploring non-European repertoires.

Practical and technical skills

- Solid vocal mastery: singing, vocal technique, choir conducting.
- Mastery of at least one instrument at a good level (piano or guitar particularly valued for accompanying students).
- Proficiency in digital tools for music: digital audio workstations (Audacity, GarageBand, MuseScore, Ableton Live or equivalents), notation software, sound capture, audio editing.
- Proficiency in office software (Microsoft Office, Outlook, Teams, collaborative tools).
- Proficiency in Pronote (or EcoleDirecte) school-management software is appreciated.
- Comfortable with classroom visualisation and projection tools (interactive whiteboards, interactive video projectors, tablets, sound systems).

Personal qualities

- Strong teaching instinct: ability to explain, demonstrate (vocally and instrumentally) and build confidence.
- Kindness, high expectations and a genuine commitment to students' success and artistic flourishing.
- Excellent oral and written communication skills.
- Love of teaching, musical eclecticism and openness to world cultures.
- Ability to bring a group together around a collective artistic project.
- Patience, attentive listening, observation skills and the ability to recognise and value individual progress.
- 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 cultural life of EFID.
- 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 or part-time depending on the candidate's profile and availability, in line with staffing needs, including all associated duties (preparation, assessment, follow-up, choir and ensemble direction, 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

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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