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

Physical Education and Sport Teacher - EPS 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 Physical Education and Sport (EPS) 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 EPS teaching team, he/she takes a full part in the life of the school and in the implementation of the EFID educational project. He/she delivers instruction strictly in line with the official curricula of the French

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Ministry of National Education, adapting it to the climatic, multicultural and multilingual context in which EFID students learn. He/she also contributes to running the school's Sports Association (Association Sportive — AS) and to EFID's overall sporting dynamic.

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 PE 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.

Physical Education holds a particular place in the education system: through physical activity, it pursues three complementary aims — developing students' motor skills, building their long-term health, and giving them access to the sporting and artistic cultural heritage.

Design and delivery of instruction

- Design and implement rigorous teaching and learning situations within the framework of the official French PE curricula for middle school (Cycles 3 and 4) and high school (Grades 10–12: Seconde, Première, Terminale).
- Build balanced learning cycles covering the five learning fields: CA1 — produce an optimal measurable performance to a set deadline; CA2 — adapt movement to a variety of environments; CA3 — express oneself in front of others through an artistic or acrobatic performance; CA4 — lead and master a collective or one-on-one contest; CA5 — undertake and direct physical activity to develop and maintain one's health.
- Help students acquire the five general competencies (CG) of the curriculum: develop motor skills and learn to express oneself through body language; appropriate methods and tools for learning; share rules and take on roles and responsibilities; learn to maintain one's health through regular physical activity; acquire a physical, sporting and artistic culture.
- Build and lead teaching cycles on a variety of Physical, Sporting and Artistic Activities (APSA): athletics, swimming, orienteering, gymnastics, dance, acro-sport, team sports (basketball, volleyball, handball, football), racket sports (badminton, table tennis), strength training, step, endurance running, etc.
- Adapt teaching practices to EFID's multilingual and multicultural context, as well as to the climatic constraints of Jeddah (high temperatures, hydration, choice of teaching spaces).
- Ensure students' active and passive safety at all times: risk analysis, vigilance, protocols, equipment checks, observance of the rules specific to each APSA.

Student assessment and monitoring

- Design and implement diversified forms of assessment: diagnostic, formative and summative assessments, in line with end-of-cycle and end-of-year expectations.
- Actively prepare students for official examinations: the PE paper of the Diplôme National du Brevet (DNB), assessed through continuous in-class assessment (CCF — Contrôle en Cours de Formation) on three APSAs from three different learning fields; the PE papers of the Baccalauréat (CCF in Grade 12 — Terminale).
- Where applicable, contribute to the "Physical Education, Sporting Practices and Culture (EPPCS)" specialism in Grades 11 and 12, if offered by the school.
- 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, inclusive teaching and health

- Take into account the diversity of students: motor skills level, learning profiles, relationship to the body and to sport, cultural context.
- Set up remediation arrangements for students with motor difficulties; recognise and value individual progress.
- Include students with disabilities or medical restrictions (PAI — Individualised Reception Plan; PPS — Personalised Schooling Plan) by adapting learning situations and assessments.
- Promote a culture of health: hydration, warm-up, recovery, injury prevention, lifestyle, balanced nutrition.
- Raise students' awareness of fair play, respect for opponents and referees, and rejection of violence and discrimination.

Digital tools and teaching aids

- Use digital tools to support learning: video feedback (movement analysis), timing and performance-measurement apps, sensors and smartwatches, training-programme and tracking apps.
- Integrate institutional resources: Eduscol, Lumni, BRNE platforms, digital textbooks.
- Keep school-management tools (Pronote, school digital workspace) up to date and maintain CCF assessment records.

Running the Sports Association (AS)

- Take an active part in running and supervising the school's Sports Association: weekly training sessions, organisation of fixtures, support for student members.
- Prepare and supervise students' participation in internal and external sports competitions and events (inter-school competitions within the Mlfmonde / AEFE network, local tournaments).
- Contribute to training Young Officials (student referees, judges and coaches) within the Sports Association.

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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, PE subject council, class councils, committees, AS executive committee.
- Collaborate with PE colleagues to align progressions, common assessments and APSA programming, and with colleagues from other disciplines to lead cross-curricular projects (health, citizenship, environment).
- 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: Sports Olympiads, sports days, outings and sporting trips, National School Sports Day, Open Days.
- Engage in individual and collective professional development (Mlfmonde training, pedagogical days, didactic monitoring, specific safety and first-aid training).

MAIN ACTIVITIES

Subject teaching

- Prepare and deliver PE 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).
- Build the PE programme for each class, covering the learning fields required by the official curricula (at least four different CAs over the whole cycle in middle school; three different CAs in high school).
- Design and lead balanced sessions: structured warm-up, progressive learning situations, high effective practice time, assessment and debrief.
- Ensure active and passive safety: systematic checks of facilities and equipment, demonstration of techniques, spotting, spatial organisation, observance of the rules.
- Prepare and administer CCF assessments (DNB, Baccalauréat) in accordance with the guidelines of the Ministry and the school.

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 learning, cooperation, accountability and mutual respect.
- Manage the class with kindness and high standards across a range of environments (gymnasium, outdoor sports area, swimming pool, outdoor settings), maintaining at all times a safe climate conducive to learning.

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Pedagogical and administrative follow-up

- Update Pronote regularly (lesson log, grades, comments, absences, educational sanctions) and the CCF tracking tools.
- 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, in particular regarding medical exemptions and educational adjustments.
- 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, sporting events).
- Contribute to personalised support, remediation and extension programmes.
- Lead or co-lead sports sections, workshops and clubs (athletics, team sports, dance, etc.) within the Sports Association.
- Organise and supervise school outings and trips with a sporting or outdoor focus (subject to prior approval by the school leadership).
- 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 PE teachers

- Master the subject content — Physical, Sporting and Artistic Activities (APSA) covering the five learning fields — and their didactics.
- Master the French language within the framework of teaching.
- Design, implement and lead teaching and learning situations that take into account the diversity of students, in varied practice environments.
- Organise and maintain a group dynamic that fosters student learning, socialisation and safety.
- Assess students' progress and learning with reference to end-of-cycle expectations and the competencies expected for each APSA.

CANDIDATE PROFILE

Education

- Bachelor's or Master's degree MEEF (French initial teacher-education programme) with a PE track; or
- Bachelor's or Master's degree STAPS (Sport and Physical Activity Sciences); or
- At minimum, a Bachelor's degree (Licence) in STAPS — Education and Motor Skills track preferred.

Holders of the CAPEPS (French national PE teaching qualification) or the Agrégation in PE are highly valued. Complementary training in first aid (PSC1, BNSSA, BPJEPS — French first-aid and outdoor-instructor certifications) is an asset.

Subject knowledge

- In-depth knowledge of the official PE curricula for middle school (Cycles 3 and 4) and high school (Grades 10–12: Seconde, Première, Terminale).
- Mastery of the five learning fields and of the competencies expected for the main APSAs taught in secondary school.
- Knowledge of assessment formats: CCF for the DNB and the Baccalauréat, assessment frameworks for each APSA.
- Knowledge of the "Physical Education, Sporting Practices and Culture (EPPCS)" specialism is appreciated.

Experience

- PE teaching experience in middle and/or high school desired (ideally at least two years).
- Experience running and supervising a school Sports Association (UNSS — French National School Sports Union, or equivalent).
- Experience in a French school abroad (Mlfmonde or AEFE network) is a major asset.
- Experience preparing students for French examinations (DNB, Baccalauréat) is appreciated.

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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

- Versatility across a wide range of APSAs covering the five learning fields.
- Mastery of the safety rules specific to each APSA and the ability to assess risks.
- Up-to-date first-aid training (PSC1 minimum, ideally SST — Workplace First Aid, or equivalent).
- Proficiency in office software (Microsoft Office, Outlook, Teams, collaborative tools).
- Proficiency in Pronote software is appreciated.
- Comfortable with digital teaching aids: video feedback, timing and measurement apps, sensors and smartwatches, BRNE PE platforms.

Personal qualities

- Strong teaching instinct: ability to demonstrate, explain, correct and encourage.
- Kindness, high expectations and a genuine commitment to students' success and personal development.
- Excellent oral and written communication skills with all members of the school community.
- Physical fitness and personal commitment compatible with the demands of the profession (demonstration, spotting, accompanying students).
- Strong sense of safety, vigilance and risk management.
- 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 and demanding climatic conditions.
- Commitment to the school's project and to the collective sporting life of the school (Sports Association, events, trips).
- Intellectual curiosity, pedagogical creativity and didactic monitoring.
- 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, including the statutory 3 weekly hours dedicated to running the Sports Association (AS) and coaching its members, as well as all associated duties (preparation, assessment, follow-up, meetings, class councils, parent–teacher meetings, in-service training).

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- **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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