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

Primary School Teacher — Elementary Grades 1–5 (CP, CE1, CE2, CM1, CM2) (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 Primary School Teacher assigned to the elementary school carries out his/her duties in primary education (Cycles 2 and 3 — CP, CE1, CE2, CM1, CM2: Grades 1 to 5) under the authority of the Head of School and the Head of the Primary School. As a generalist teacher, he/she takes

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responsibility for all teaching in his/her class on a full-time basis or shared with a part-time colleague. As a full member of the Primary School teaching team, he/she takes a full part in the life of the school and in the implementation of the EFID educational project, in a multicultural and multilingual environment.

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) and the official Cycle 2 (CP, CE1, CE2 — Grades 1 to 3) and Cycle 3 (CM1, CM2, 6e — Grades 4 to 6, in liaison with middle school) curricula, the Primary School Teacher contributes to the School's primary mission: to instruct and educate, leading all students to academic success 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 Cycle 2 (CP, CE1, CE2 — Grades 1 to 3) and Cycle 3 (CM1, CM2 — Grades 4 and 5) curricula.
- Teach all the domains of the common core and the curricula: French (oral language, reading/comprehension, writing, language study), Mathematics (numbers and calculations, measurements, space and geometry, data organisation), Questioning the World / Science and Technology, History-Geography, Moral and Civic Education (EMC), Artistic and Cultural Education, Physical Education (PE).
- Help students acquire the competencies of the French common core of knowledge, skills and culture (S4C): languages for thinking and communicating, methods and tools for learning, formation of the person and citizen, natural and technical systems, representations of the world and human activity.
- Adapt teaching practices to EFID's multilingual and multicultural context, with particular attention to the French as a Language of Schooling (FLSco) dimension for students whose mother tongue is not French.
- Use digital tools appropriate for primary school to support learning: primary-school digital workspace, digital textbooks, Lumni Élémentaire and Eduscol platforms, validated apps, visualisation tools (interactive whiteboards, interactive video projectors).

Student assessment and monitoring

- Design and implement diversified forms of assessment: diagnostic, formative and summative assessments; national benchmark assessments (Grades 1, 2 and 4 — CP, CE1, CM1);

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periodic and end-of-cycle reports in the Livret Scolaire Unique (LSU — French Unified Student Record).

- Prepare Grade 5 (CM2) students for the end-of-Cycle-3 expectations and the transition to middle school (Grade 6 — 6e), in liaison with the middle-school teams within the school–middle-school council framework.
- Ensure personalised follow-up of each student, in close liaison with families, the cycle team colleagues and the Head of the Primary School.
- Actively participate in cycle councils, team consultations and school–middle-school councils (Cycle 3).

Differentiated and inclusive teaching

- Take into account the diversity of students: level, learning profiles, prior schooling, mother tongue, cultural context.
- Set up remediation and support arrangements for students experiencing difficulties (APC — Complementary Pedagogical Activities, personalised projects).
- Offer extension activities for high-potential students; encourage participation in competitions suited to primary school (Kangourou des mathématiques, Petits Champions de la Lecture, science competitions).
- Support students in building their independence, learning methods and a positive relationship with knowledge.

School life and teamwork

- Contribute actively to the running of the elementary school and to teamwork within the cycle.
- Participate in primary-school pedagogical bodies: teachers' council (conseil des maîtres), cycle council, school–middle-school council, school council (conseil d'école), committees.
- Collaborate with cycle colleagues to align progressions, common assessments, materials and digital tools.
- 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: Mathematics Week, Science Festival, Francophonie Week, Open Days, educational outings, classes découvertes (week-long off-site learning trips), school trips.
- Engage in individual and collective professional development (Mlfmonde network training, pedagogical days, didactic monitoring, primary-school pedagogical sessions).

MAIN ACTIVITIES

Generalist teaching

- Prepare and deliver all the teaching of the assigned class (Grades 1 to 5, or multi-level class) for all or part of the week.

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- Teach, depending on staffing needs: French, Mathematics, Questioning the World / Science and Technology, History-Geography, Moral and Civic Education, PE, Artistic and Cultural Education, and, where applicable, introduction to a modern foreign language.
- Mark students' work within reasonable timeframes, with clear, formative and personalised annotations.
- Prepare and administer internal assessments, national benchmark assessments (Grades 1, 2 and 4 — CP, CE1, CM1) and end-of-cycle reports, in accordance with the guidelines of the Ministry and the school.

Classroom leadership and management

- Design, implement and lead varied teaching and learning situations (whole-class, in workshops, in small groups, in independent work) that take into account the diversity of students.
- Organise the classroom dynamic to foster learning, socialisation, independence and mutual respect.
- Manage the class with kindness and high standards; establish a calm, structured working environment conducive to concentration, cooperation and speaking up.

Pedagogical and administrative follow-up

- Keep up to date the primary-school follow-up tools (daily teaching journal, attendance register, Livret Scolaire Unique — LSU, student notebooks).
- Write precise, individualised periodic and end-of-cycle reports that are useful to both the student and the family, with reference to end-of-cycle expectations.
- Prepare and lead parent–teacher meetings; respond to family enquiries in a spirit of dialogue.
- Prepare the cycle councils and participate in educational teams when a student's situation requires it (PAI — Individualised Reception Plan; PPS — Personalised Schooling Plan; PPRE — Personalised Educational Success Plan).

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, scientific and cultural events, primary-school events).
- Contribute to primary-school specific arrangements (APC — Complementary Pedagogical Activities, classes découvertes, outings).
- Be actively involved in the collective life of the school, in the school–middle-school liaison 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):*

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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 Primary School Teachers (elementary)

- Master the subject content covering all elementary-school fields (French, Mathematics, Science, History-Geography, EMC, Arts, PE) and their respective didactics.
- Master the French language at a level that provides a flawless linguistic model, in all teaching situations.
- Design, implement and lead varied teaching and learning situations (whole-class, in workshops, in small groups, in independent work) 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

- Master's degree MEEF (French initial teacher-education programme) with a Primary track; or
- Holder of the CRPE (French Competitive Examination for the Recruitment of Primary School Teachers); or
- Master's degree in Education Sciences, Humanities or fundamental disciplines (Letters, Mathematics, Sciences) with proven experience in elementary school; or
- Bachelor's degree (Licence) in Education Sciences or fundamental disciplines, complemented by a recognised teaching qualification and elementary-school teaching experience; or
- Any other recognised equivalent qualification, complemented by teaching experience in Cycles 2 and 3.

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- Other equivalent qualifications

Holders of the CRPE and/or a Master's MEEF Primary are strongly preferred.

Experience

- Elementary-school teaching experience desired (ideally at least two years), covering one or more levels of Cycle 2 and/or Cycle 3.
- Experience in a French school abroad (Mlfmonde or AEFE network) is a major asset.
- Experience with project-based pedagogy, multi-level classes and/or heterogeneous classes 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.
- Proficiency in primary-school digital resources: Eduscol, Lumni, digital textbooks, platforms adapted to Grades 1 to 5, national assessment tools.
- Comfortable designing differentiated teaching materials, mathematical games and manipulative resources.
- Comfortable with classroom digital tools (interactive whiteboards, interactive video projectors, classroom tablets, primary-school digital workspace).

Personal qualities

- Strong teaching instinct: ability to explain simply, rephrase and differentiate according to needs and profiles.
- Kindness, high expectations and a genuine commitment to students' success and personal flourishing.
- 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.
- Intellectual curiosity, cross-disciplinary versatility and interest in pedagogical monitoring.
- 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, marking, follow-up, APC, cycle meetings, 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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