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 — Kindergarten
TPS, PS, MS, GS (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 kindergarten (école maternelle) carries out his/her duties in primary education (Cycle 1 — TPS, PS, MS, GS) under the authority of the Head of School and the Head of the Primary School. As a generalist, he/she covers all the learning domains of

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kindergarten for a full-time class or in shared partnership with a part-time colleague. As a full member of the Cycle 1 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 kindergarten programme (BOEN no. 25 of 24 June 2021, amended), the Primary School Teacher contributes to the primary mission of kindergarten: "a school for language and flourishing", which lays the educational and pedagogical foundations on which all future learning will be built. 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 learning

- Design and implement teaching and learning situations adapted to students' ages (from TPS to GS — Pre-Kindergarten to Grade K), covering the five main learning domains of the kindergarten programme.
- Work across the five learning domains: 1) Mobilise language in all its dimensions (oral and written); 2) Act, express oneself and understand through physical activity; 3) Act, express oneself and understand through artistic activities; 4) Build the first tools to structure one's thinking (numbers, shapes, measurements); 5) Explore the world (time, space, living things, objects, matter).
- Help students acquire the competencies expected at the end of Cycle 1: dare to enter into communication, understand and learn, exchange and reflect with others, begin to reflect on language, discover the function and production of writing.
- 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, in a measured way appropriate to the children's age, digital tools to support learning: tablets for short, guided activities, photos and videos for the class life book (cahier de vie), institutional resources (Eduscol, Lumni Maternelle).

Observation and progress monitoring

- Observe students daily in context, gather progress and difficulties, and regularly update the learning progress booklet (carnet de suivi des apprentissages), in line with the official texts on kindergarten assessment.

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- Prepare the kindergarten — primary school transition: pass observation elements on to Grade 1 (CP) colleagues, ensure a smooth pathway for the student, give a welcoming reception to new arrivals in TPS/PS (Pre-Kindergarten / Kindergarten).
- Ensure personalised follow-up of each student, in liaison with families, the ATSEM (Specialised Kindergarten Teaching Assistant), the Cycle 1 team and the Head of the Primary School.
- Actively participate in cycle councils and team consultations; contribute to the development and implementation of the Cycle 1 project.

Differentiated and inclusive teaching

- Take into account the diversity of students: actual age and developmental pace, learning profiles, mother tongue, cultural context, prior preschool experience.
- Set up support and differentiation arrangements for students experiencing language, motor or behavioural difficulties.
- Offer enrichment activities for students who show the need or curiosity, while respecting the pace of kindergarten.
- Support students in building their independence, self-confidence, positive relationship to learning and socialisation.

School life and teamwork

- Contribute actively to the running of the kindergarten and to teamwork within Cycle 1.
- Participate in primary-school pedagogical bodies: teachers' council (conseil des maîtres), cycle council, committees, school council (conseil d'école).
- Collaborate closely with Cycle 1 colleagues to align progressions, tools and assessment practices.
- Cooperate with families in a spirit of dialogue, transparency and mutual respect; provide a warm daily welcome and participate in parent–teacher meetings.
- Take part in EFID projects and events: Kindergarten Week, Francophonie Week, Open Days, end-of-year celebrations, shows and choirs, educational outings.
- Engage in individual and collective professional development (Mlfmonde network training, pedagogical days, didactic monitoring, kindergarten-specific training).

MAIN ACTIVITIES

Generalist teaching

- Prepare and lead all the learning of the assigned class (TPS, PS, MS or GS, or multi-level class) for all or part of the week.
- Arrange the classroom spaces (language, reading, mathematics, fine motor skills, science, symbolic play, arts corners) and organise the rituals and workshops according to the group's needs.

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- Regularly update each student's learning progress booklet, highlighting their progress, successes and areas to work on.
- Prepare and conduct the end-of-Cycle-1 reviews, in line with the expectations of the kindergarten programme.

Pedagogical leadership and partnership with the ATSEM

- Design, implement and lead a variety of learning situations (whole-class, in workshops, in independent work, in small-group gatherings) that take into account the diversity of students.
- Organise and maintain a classroom dynamic that fosters learning, socialisation, mutual respect and the development of independence.
- Manage the class with kindness and high standards; establish a safe climate conducive to speaking up, exploration and peer cooperation. Work in partnership with the ATSEM (Specialised Kindergarten Teaching Assistant) and coordinate their pedagogical involvement.

Pedagogical and administrative follow-up

- Keep up to date the primary-school follow-up tools (daily teaching journal, attendance register, learning progress booklets, class life book).
- Write precise and supportive comments in report cards or follow-up booklets, useful to both the student and the family.
- Prepare and lead parent–teacher meetings; maintain regular dialogue with families, in particular during the daily welcome times.
- Prepare the cycle councils and the kindergarten–primary transition committees.

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, kindergarten events).
- Contribute to Cycle 1 specific support arrangements (staggered intake in TPS/PS, awareness workshops, inter-cycle transitions).
- Be actively involved in the collective life of the school and in the Mlfmonde network (exchanges between network kindergartens, sharing of practices).

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.

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- 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 (kindergarten)

- Master the subject content covering all kindergarten domains, as well as the didactics specific to each domain (language, early mathematics, science, arts, PE, social skills).
- Master the French language at a level that provides a flawless linguistic model for young learners.
- Design, implement and lead a variety of learning situations (whole-class, in workshops, in independent work, in small-group gatherings) that take into account the diversity of students.
- Organise the kindergarten class dynamic by fostering learning, socialisation, the development of independence and mutual respect.
- Observe and assess students' progress and learning in Cycle 1, in a positive approach that recognises and celebrates achievements.

CANDIDATE PROFILE

Education

- Master's degree MEEF (French initial teacher-education programme) with a Primary track; or
- Holder of the French Primary School Teacher qualification (CRPE — Competitive Examination for the Recruitment of Primary School Teachers); or
- Master's or Bachelor's degree in Education Sciences, Humanities or early-childhood-related disciplines, with proven experience in kindergarten; or
- Early Childhood Educator qualification (EJE — Diplôme d'Éducateur de Jeunes Enfants) with teaching experience in kindergarten; or
- Any other recognised equivalent qualification, complemented by teaching experience in Cycle 1.
- Other equivalent qualifications

Holders of the CRPE and/or a Master's MEEF Primary are strongly preferred. A specialisation or continuing education in kindergarten is a significant asset.

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Experience

- Kindergarten teaching experience desired (ideally at least two years), covering one or more levels of Cycle 1 (TPS, PS, MS, GS).
- Experience in a French school abroad (Mlfmonde or AEFE network) is a major asset.
- Experience in project-based pedagogy in kindergarten, multi-level classes and collaboration with an ATSEM 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.
- Measured proficiency in digital tools appropriate for the children's age: classroom tablets, validated educational apps, Lumni Maternelle resources, photo/video for the class life book.
- Comfortable designing and making manipulative, sensory teaching materials adapted to kindergarten.
- Comfortable with classroom tools (interactive whiteboards / video projectors in moderation, camera, dictaphone, audio player).

Personal qualities

- Strong teaching instinct: ability to get down to a child's level, explain simply, rephrase and differentiate.
- Kindness, high expectations and a deep love for the development and flourishing of young children.
- Excellent oral and written communication skills, particularly with families (who often have their first contact with the school through kindergarten).
- Patience, a sharp sense of observation of children, ability to identify and articulate needs.
- 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 monitoring, in particular around the neurosciences of learning and child development.
- Discretion, confidentiality, exemplary conduct and constant kindness in the professional stance.

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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, follow-up, daily reception of families, 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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