

TK-12 PE Teacher Addendum to the Classroom Teacher Job Description

Position Overview

The Physical Education Teacher serves as a specialized educator within our school community, bringing expertise in movement, fitness, and wellness to complement the work of classroom teachers. While classroom teachers focus on academic content delivery, the PE teacher creates a unique learning environment where all students, regardless of athletic ability, can experience success, build confidence, and develop lifelong healthy habits. Our PE program serves two distinct groups of students: the naturally gifted, enthusiastic athlete as well as the hesitant, less skilled child. Rather than ranking students against each other or holding them to uniform, one-size-fits-all standards, we prioritize individualized goal-setting and personal improvement. Every student, whether naturally gifted or still building foundational skills, should leave PE class with a sense of accomplishment, knowing they've improved from where they started and are valued members of our learning community. This role requires exceptional skill in differentiation (with goal-setting and documentation), relationship-building, and creating a culture where personal growth, not comparison, drives learning.

The PE teacher is responsible for creating an inclusive, supportive environment where:

- Athletic excellence is celebrated, but effort and improvement are equally valued
- Students set personal goals based on their current abilities, not one-size-fits-all benchmarks
- Hesitant learners receive encouragement, scaffolding, and modifications so they experience success
- Naturally gifted athletes are challenged to grow while modeling leadership and inclusion
- All students develop positive relationships with physical activity and their own bodies

Professional Responsibilities

1. Curriculum Development & Planning
 - a. Use grade-level appropriate curricula that align with state standards and national PE guidelines
 - b. Develop unit plans for each semester with these emphases:
 - i. Fundamental movement skills (TK–2nd)
 - ii. Sport-specific skills (3rd–6th)
 - iii. Team sports and individual activities (7th–8th)
 - iv. Fitness, conditioning, and lifetime wellness (9th–12th)
 - c. Integrate social-emotional learning (SEL) concepts throughout all grade levels including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
 - d. Adapt lessons for students with varying abilities, including 504 plans
 - e. Select and organize equipment appropriate for each grade level
 - f. Stay current with PE best practices and professional development
2. Goal-Setting & Assessment
 - a. Establish SMART goals for the PE program annually (e.g., skill proficiency rates, fitness improvements, participation metrics)

- b. Create individual student goals at the beginning of each unit or semester
 - c. Develop rubrics and assessment tools for skill development, fitness, and behavior
 - d. Conduct skill assessments using formative and summative methods
 - e. Track progress toward program and individual goals using data collection
 - f. Communicate goals and progress to students, parents, and administrators
 - g. Adjust instruction based on assessment data and student feedback
3. Behavior Management & Classroom Culture
- a. Establish clear expectations and rules for safe, respectful PE participation
 - b. Create a positive, inclusive classroom environment where all students feel welcomed
 - c. Implement consistent consequences for misbehavior (aligned with school discipline policies)
 - d. Use positive reinforcement to encourage effort, sportsmanship, and cooperation
 - e. Address conflicts and unsafe behavior immediately and appropriately
 - f. Build relationships with students to foster trust and engagement
 - g. Communicate regularly with students, parents, and staff about behavioral concerns or achievements
 - h. Adapt management strategies for different age groups and individual needs
 - i. Model respectful behavior and healthy attitudes toward physical activity
4. Yearly Event: Elementary Field Day (Late-spring)
- a. Design age-appropriate station activities (races, relays, throwing, jumping, agility)
 - b. Recruit and train volunteers (staff, parent helpers, student leaders)
 - c. Prepare materials, equipment, and signage for all stations
 - d. Create a master schedule and ensure smooth transitions between stations
 - e. Ensure safety protocols are in place (first aid, water stations, sun protection)
 - f. Communicate event details to families, staff, and students
 - g. Set up and tear down all equipment and facilities
 - h. Document the event with photos/videos and gather feedback for improvements

Classroom and Instructional Responsibilities

- Teach daily PE classes with engaging, standards-aligned lessons
- Differentiate instruction for diverse learners
- Ensure safe use of equipment and facilities
- Provide feedback to students on skill development and effort
- Encourage participation from all students, including those with disabilities or low confidence
- Promote teamwork, sportsmanship, and personal responsibility
- Complete required documentation (504 plans, incident reports)
- Collaborate with colleagues (classroom teachers)
- Communicate with parents via progress reports, emails, or conferences
- Submit reports to administration on program outcomes and goals
- Maintain facility and equipment in safe, usable condition

Qualifications & Skills

- Valid PE teaching credential/license for K–12
- Strong knowledge of age-appropriate movement and fitness progressions
- Excellent classroom management and communication skills
- Ability to work with diverse learners and adapt instruction
- First Aid/CPR certification (or willingness to obtain)
- Enthusiasm for physical activity and student wellness
- Organizational and planning abilities
- Flexibility and problem-solving mindset