

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

**JOB TITLE: ADAPTED PHYSICAL EDUCATION TEACHER
EXCEPTIONAL CHILDREN SERVICES
CURRICULUM AND ORGANIZATIONAL DEVELOPMENT**

GENERAL STATEMENT OF JOB

Under limited supervision, provides a diversified program, of activities specifically designed for students who meet verification criteria for physical, mental, and/or emotional handicapping conditions and are not able to participate safely or successfully in the regular physical education program.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Diagnoses, assesses, prescribes, and evaluates the motor needs of individual pupils to determine level of need for adapted physical education services.

Carries out ongoing assessment of physical and perceptual motor needs; writes and modifies the IEP as needed; maintains student attendance records; writes lesson plans in accordance with the IEP goals and the functional abilities of the assigned students which are consistent with the physical education curriculum and with the total educational philosophy and goals of the district.

Develops and provides specific physical education sessions to address the specific needs of individual students facilitates ongoing participation in activities that foster student development and physical independence.

Attends regular physical education classes with students as necessary to promote positive, age-appropriate, successful participation and physical activity for all students.

Consults with physical education teachers, special education teachers, parents and students, advising on techniques and activities that may be used to enhance a student's school function.

Maintains an inventory of equipment and associated materials. Assists in maintaining equipment, determining equipment needs, and ordering equipment following system procedures.

Upholds confidentiality guidelines pertaining to students and their families.

Serves as a member of the IEP team.

TEACHER – ADAPTED PE

Maintains current knowledge of recent instructional trends related to APE (i.e. course work, conferences, educational meetings, visiting other facilities, reading professional literature, etc.)

ADDITIONAL JOB FUNCTIONS

Performs other duties as assigned.

ADAPTED PHYSICAL EDUCATION TEACHER

MINIMUM TRAINING AND EXPERIENCE

Masters degree in Adapted Physical Education or a Bachelors Degree in Physical Education with a minimum of one year experience working with a special needs population.

SPECIAL REQUIREMENT

Maintain current teaching certification. Must possess a valid North Carolina driver's license.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be able to operate a variety of equipment including computers, tape recorders, copiers, wheelchairs, etc. Must be able to exert 40 pounds of force occasionally and/or a negligible amount of force continuously to lift, carry, push, pull or otherwise move objects. Due to the amount of time walking and/or standing, physical requirements are consistent with those for light work.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments and/or directions to assistants and subordinates.

Language Ability: Requires the ability to read a variety of correspondence, textbooks, worksheets, tests, magazines, maps, charts, newsletters, journals and instructions. Requires the ability to prepare correspondence, lesson plans, educational plans, worksheets, tests, tactile graphics, simple reports, forms, etc.

TEACHER – ADAPTED PE

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of algebra, and geometry.

ADAPTED PHYSICAL EDUCATION TEACHER

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in completing simple forms.

Manual Dexterity: Requires the ability to handle a variety of office machines, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ears).

KNOWLEDGE, SKILLS AND ABILITIES

General knowledge of the wide range of disabilities found in the special education population.

General knowledge of adapted equipment particularly for the neurologically and orthopedic ally impaired student population.

Ability to develop individual education plans for students with adapted physical education needs.

TEACHER – ADAPTED PE

Ability to administer, interpret, and report assessments used within adapted physical education.

Considerable knowledge of exercise physiology which allows the teacher to safely modify and adapt physical education programs to safely meet the needs and abilities of students.

Ability to maintain and complete accurate records and to develop reports as required.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

Strong behavior management and discipline skills.

Ability to work in varied settings and devise a working schedule compatible with several school locations.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.