

**Secondary Personal Wellness Teacher (Health & Physical Education) - Grades 9-12**  
**2025-26 School Year**  
**New Roots Charter School**

At New Roots Charter School, each teacher is an essential member of an interdisciplinary, grade-level team charged with providing students with meaningful educational experiences consistent with the school's mission, vision and charter as a model of education for sustainability and justice. To learn more about New Roots Charter School, visit our web site at [www.newrootsschool.org](http://www.newrootsschool.org).

The Personal Wellness Teacher at New Roots Charter School is responsible for instructing students in the school's Personal Wellness curriculum, a two-year sequence aligned with New York State Health and Physical Education standards featuring speakers, fieldwork, and projects that engage students in learning about health and personal wellness practices. As this is an integrated course, teachers can expect to lead students in physical education activities as well as classroom learning experiences and fieldwork.

The job description that follows will orient you to the general responsibilities and qualifications of a teacher at New Roots Charter School. Every teaching assignment at the school has additional responsibilities that lay outside of the parameters described here.

**Teacher Responsibilities:**

- A. Effectively instruct students in assigned content area(s) with the overall goal of engaging student learning, using established New Roots curriculum.
- B. Work as part of an interdisciplinary team and within content areas, planning and aligning curricula to ensure that instruction follows curriculum guidelines or requirements of state and school.
- C. Set clear short-term and long-term goals to drive instruction.
- D. Develop weekly and long range unit plans containing standards, essential questions, assessments and lesson plans; assign lessons and review student work.
- E. Consistently assess student progress, record results, and issue meaningful reports to inform parents of progress.
- F. Systematically collect and analyze data from diagnostic, formative, and summative assessments, and use this analysis to inform instruction and student intervention plans.

- G. Meet student performance goals as defined by the school, the school Accountability Plan, and individual student plans.
- H. Submit regular data reports to school leadership at requested intervals.
- I. Working individually, as a grade level team, and with the student services team, create and implement student intervention plans when a student shows any sign that he/she may be at risk of academic failure in one or more courses. Track and share data to demonstrate effectiveness of interventions, and modify interventions in response to that data.
- J. Maintain the school's student management policies and procedures (i.e. attendance records, etc.) and report to the school administrators when necessary.
- K. Maintain effective supervision and discipline in the classroom.
- L. Work with other teachers, support personnel and administrators to address and resolve student issues.
- M. Provide necessary accommodations and modifications for growth and success of all students.
- N. Participate in faculty and professional meetings, team meetings, task forces, educational conferences, and teacher training workshops.
- O. Facilitate an advisory group and crew, acting as a mentor to students, developing advisory/crew curriculum within established guidelines, coordinating communication between faculty members regarding students in the crew, and serving as first point of contact for parents.
- P. Lead and participate in student activities such as: sponsoring student activities or student organizations, coaching a sports team, working with parents and the community as part of a committee or group, provide morning or after school supervision, attending and presenting at school events after hours, and chaperoning student activities.
- Q. Abide by all state and federal mandates in reporting sexual or physical abuse and neglect.
- R. Special projects and duties outside of primary teaching responsibility, and as assigned by the Principal.

**Qualifications:**

- A. Master's degree desirable; Bachelor's degree required.
- B. NYS certification in relevant subject area and/or meets definition of "highly qualified" instructor due to nature and quality of qualifications.
- C. Solid knowledge of subject matter, including New York State Standards.
- D. Experience with and commitment to working with racially, culturally, ethnically and economically diverse populations.
- E. Ability to read and analyze student data in order to refine instructional strategies.
- F. Excellent verbal and written communication skills are essential.
- G. Passion and skills to create a school that stands apart from other public high schools: a learning environment that is highly motivating, supportive, and rigorous.
- H. Willing to work within public school requirements for positive change.
- I. A commitment to high expectations for self, students and staff team.
- J. Ready and able to work creatively with a faculty team to meet the academic and personal needs of students.
- K. Eager and able to collaborate with a faculty team to plan and deliver thematic semester-long projects integrating all subjects.
- L. Desire to integrate multiple subject areas into your own content area.
- M. Ability and interest in active, investigation-based learning.
- N. Enthusiastic to design and teach a challenging project-based curriculum with outcomes meeting New York State Learning Standards.
- O. Comfortable practicing differentiated instruction in the classroom, teaching grades 9, 10, 11 and 12 with widely differing ability levels among the student body.
- P. Willing to use the world and region as your textbook.

- Q. Willing to co-lead small groups on trips.
- R. Interested in having life-changing relationships with students that are empathetic, supportive, challenging and meaningful.
- S. A commitment to frequent communication with families.
- T. Experience in project-based teaching and learning at the high school level.
- U. Multiple subject endorsements as a high school teacher highly desirable.
- V. Up-to-date knowledge of educational technology and applications.

Experience:

Successful prior teaching experiences in secondary and/or alternative education are a plus.

FLSA Status: Exempt