



Aquatics Facilities Guidelines

7. Personnel

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The Aquatic Facility Guidelines have been developed for use by aquatic managers. They provide detailed information covering the management and operation of an aquatic facility.

This document is a companion document to the Facility Management Manual, which can be found on the Sport NZ website and the [Recreation Aotearoa website](#).

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1. Introduction

The success of any swimming facility relies upon good staff. Staff are the primary interface with customers and their ability to perform their tasks and the relationship they build with customers will have a major impact on the customers impression of the facility.

Having the correct recruitment and selection process, managing staff effectively, identifying and providing relevant training, having an effective organisational structure and protecting and looking after staff presentation are all part of ensuring the facility has effective, dynamic and engaged staff.

1.1 Legislation

Facility managers have a responsibility to meet the legal obligations relating to conditions of employment. The most significant Acts managers need to be aware of are the Employment Relations Act 2000 and the Holidays Act 2003. A list of employment related Acts can be found in **Chapter 9 – Legislation and New Zealand Standards**.

If there are any concerns relating to legal requirements surrounding employment, employers should seek advice from employment specialists.

2. Recruitment and selection

Selecting the right staff for the right position is a constant challenge for managers. Having a good recruitment and selection process will go a long way to ensuring the correct person is appointed to a particular position.

Sources for recruiting staff vary according to the type of job and level of position. Proven sources for recruitment are:

- » **Junior lifeguards** – local swim schools, secondary schools, and community newspapers
- » **Senior lifeguards/Team Leaders** – Recreation Aotearoa vacancy service. Online recruitment sites such as Seek and Trade Me and social media channels.

2.1 Person specification and job description

A person specification should detail qualifications and/or experience considered necessary or desirable to do the job and might also cover experience, knowledge and background, physical requirements (e.g. ability to swim and good eyesight for a lifeguard), personality factors (e.g. able to be a team member), and any special skills for the position.

Certain legal requirements must be observed as you are not permitted to discriminate against applicants on grounds of gender, marital status, sexual orientation, family status, religious belief, ethnicity, and disability. If the applicant does not hold citizenship status or residency, they must produce a work permit for you to sight.

A job description is necessary in all cases and should be formalised in writing. A prospective employee has the right to know in advance exactly what is expected of them, and the expected standards. A job description should include:

Job title	A realistic title
Primary objectives	Why the job is required
Accountability	To whom they are responsible
Authority	What they are authorised to do
Person specifications	Work experience, minimum qualification and education levels expected
Duties	Listing what must be done, the emphasis on key tasks, and the performance standard required for each task.

A job description is the factual basis for further appraisal.

The minimum qualifications to be employed as a lifeguard are Pool Lifeguard Practising Certificate and Comprehensive First Aid.

Further information

[Discrimination in employment](#)

[Hiring Disabled People](#)

2.2 Shortlisting applicants

When selecting staff, it is important that due consideration is given to the selection process. Identifying what the job requires, and the person specifications is essential before commencing any selection process.

If many applications are received, shortlisting applicants is recommended. This can be done by rating the applicants against the critical factors identified in the person specifications. The recommended number of shortlisted applicants is five.

If shortlisting results in too many applicants consider:

- » Reviewing the short list criteria, e.g. focus on essentials only.
- » Conducting a short preliminary interview. This can be carried out by the appointing manager, usually over the telephone. It is an opportunity to get more detail about the candidate's interest in the job, clarify their experience and, if appropriate, get an indication of their salary expectations.
- » Advising candidates that drug and alcohol tests will be undertaken.
- » Conducting work tests, e.g. exercises that are relevant to the job.
- » Using work samples, e.g. a copy of work relevant to the job.

It is important to appoint a person with the appropriate skills and experiences to ensure the work is performed to the expected level. Once a shortlist has been created:

- » Write to all unsuccessful applicants advising them of their non-selection. It is easier to do this immediately rather than waiting until the process is completed, especially for those applicants who do not have the necessary skills or qualifications to be considered for the position.

- » Arrange the formal interview. This can be carried out by phone and followed up with an email or letter confirming the time, date and location.

2.3 Interviews

Interviews are best conducted by at least two people. This can provide a check and verification of the decision if required.

During the interview:

- » Ask all candidates the same core questions.
- » Ask questions which find out what the candidate has done, not what they know or would do.
- » Use questions which determine:
 - What was the situation?
 - What action did they take?
 - What was the result?
- » Assess the answers against a series of indicators – what the desired answer would be or expected illustration of a skill or competency.
- » Use follow-up questions and gently probe when there is insufficient information or hesitation.
- » Document responses.

Do not ask questions which:

- » require only a “yes” or “no” response.
- » are unrelated to the core requirements of the position.
- » are discriminatory (i.e. ones that focus on the gender, ethnicity, or disability of the applicant) unless these are relevant to the position.

2.4 Work tests

Consider using work tests when evidence of a level of competency in a particular skill is required, e.g. deep-water recovery or computing skills. Some tips for setting up work tests:

- » Identify what is to be tested.

- » Establish how the test will be evaluated, e.g. time, accuracy, model answers.
- » Design the work test.
- » Prepare clear instructions.
- » Prepare all equipment required.
- » Test with a couple of people first.
- » Administer in a consistent way.
- » Provide feedback to applicants on results.

2.5 Qualifications

The minimum qualification for lifeguards is the Pool Lifeguard Practising Certificate. This certificate is valid for two years before renewal is required. It is important to check that qualifications are valid at the time of interview.

Qualifications are an indication of competency at the time the qualification was awarded, and it is the potential employer's responsibility to ensure the qualification is still valid. Checking with the New Zealand Register of Recreation Professionals (NZRRP) and sighting evidence of current qualifications is essential.

Further information

[New Zealand Register of Recreation Professionals](#)

2.6 Reference and police checks

The purpose of reference checking is to confirm information gathered about the applicant. A minimum of two verbal references should be obtained, preferably including one from the applicant's last place of work, before an offer is made.

- » Prepare the questions in advance.
- » Ensure that the person has 15 minutes available to talk.
- » Confirm information from the interview – particularly where it relates to an essential competency, skill or knowledge.
- » Document the comments received.
- » If applicable, sight work visas, or permanent residency permits before any offers are made.

To protect customers, it is important that all staff working with the public, especially children, undertake the police vetting process. Only organisations approved and registered with the Police Vetting Service can request a Police check. Vetting can only be carried out with the signed consent of the person to be vetted, using the request and consent form which is available on the police website.

Further information

[NZ Police Vetting Service](#)

2.7 Making an offer

Contact the preferred candidate and make the offer verbally, then confirm the offer in writing. Information sent with the formal offer should include a position description including salary details, annual leave, general employment terms and conditions, hours of work and start date. Copies of organisational and/or union collective agreements should also be provided.

2.8 Employment contract

Every employee must have a written employment agreement, which can be either an individual or collective agreement. The agreement or contract must contain mandatory clauses such as position title, duties, hours, pay etc. For a full list of mandatory and optional clauses refer to the Employment New Zealand website (see link below).

The contract must also specify the type of contract. Contracts can be full-time, part-time, fixed term or casual contracts. The employment rights for full-time and part-time workers are the same, however the entitlements to the quantity of annual leave, sick leave etc will be pro rata according to the hours worked. Full-time work is usually considered to be 30 – 40 hours per week. Anything less than this is considered part-time.

There is no legal definition to casual work, but in general it refers to working as and when required depending on demand. If a contract is for casual work, this must be made clear to the employee and work entitlements agreed to.

Fixed term contracts are used when the employment is to be undertaken for a specific period of time. This can be to provide cover for a staff member on extended leave, or the work is a one-off project or seasonal. As with casual work, it must be clearly understood that the term of employment is for an agreed fixed time period.

Further information

[Employment Agreements](#)

2.9 Advising unsuccessful candidates

Notify the unsuccessful candidates once the employment offer has been accepted. This should initially be done by phone followed by written confirmation and should occur within a reasonable timeframe after the interview. If there are delays in getting an acceptance, the other candidates will need to be advised that an offer is under consideration.

When advising unsuccessful candidates, it is considered good practice to provide feedback on the interview generally and their skills and experience specifically.

Templates:

- » [8.1 Pool Lifeguard role description](#)
- » [8.2 Shortlisting matrix](#)
- » [8.3 Interview questions](#)

2.10 Key roles and responsibilities

Key roles of a lifeguard

The role of a lifeguard should not be confused with that of a lifesaver. A lifeguard is a member of a team trained in accident prevention, aquatic rescue and first aid, education, risk management and customer relations. A lifesaver, however, is someone who responds to an emergency after it has happened.

A lifeguard is primarily concerned with the concentrated observation of the pool water and its immediate surroundings. In addition, the role facilitates safe practices and customer behaviours that promote leisure and aquatic sport in a safe, enjoyable environment.

The ability to anticipate and prevent accidents, rather than undertake a rescue, is important. Serious accidents have a lasting physical and psychological effect on both the victim and the rescuer.

A lifeguard must be familiar with the details of services offered by the facility. An understanding of where to find information, if not known, is essential. A lifeguard must help promote all aspects of the facility, and its services to the customers.

Continuous interaction with customers of all ages and abilities is part of a lifeguard's job, so they need to be good communicators. They are the experts who influence customers' perceptions of the facility, especially its standards of professionalism and safety.

Administratively, a lifeguard will have responsibility for daily functions associated with the facility operation, such as the allocation of water space for different groups or activities. A lifeguard may also be required to fulfil other tasks such as customer service, cleaning and maintenance activities. Training and development in these areas should be provided to staff as early as possible and expectations clearly articulated.

3. Training and development

Ongoing staff training and development and ensuring staff qualifications are valid is an essential aspect of staff management. Building training sessions and refresher courses into standard workplace practice is important.

3.1 Induction

First impressions are critical. In the first two or three weeks a new member of staff must become part of a team, and they must be given:

- » a clearly defined job which they regard as their own
- » a full induction on health and safety and a copy of key documents such as EAPs and NOPS
- » facility familiarisation
- » a feeling of belonging to a group or team
- » clear and regular information on relevant matters
- » clear lines of communication
- » an opportunity to do their best
- » an understanding of the goals and philosophy of the organisation and their role.

Include the following key steps in their induction:

- » Ensure preparation for their arrival is made. Introduce them to other staff and arrange a full tour of the workplace.
- » Establish friendly contact to make them feel at ease. Explain the functions of the facility and their area of operation. Outline their duties and responsibilities, and if possible, assign a “buddy” for induction and training.
- » Explain important rules and regulations such as attendance rules and records, safety practices, and special rules or legal requirements about the work of the facility.
- » Explain personal conditions and procedures, remuneration (rate, how, where, and when they will be paid), deductions and overtime, and holiday, sickness entitlements.
- » Ensure they know what to do, what standards must be maintained, and the importance of the work performed.

- » Check back frequently and evaluate whether they are being properly trained, fully occupied and committed, and fully accepted as a staff member.

3.2 Training plans

Good training will have clearly defined targets and be relevant to those involved. It will be geared to individual abilities and be assessed regularly to ensure it is accomplishing what is required.

Knowledge and skills training will depend on each pool facility. For example, for a lifeguard the following are important:

- » Configuration, size, and depth of each pool and specific training that reflects the activities.
- » Whether there are features or additional equipment requiring supervision.
- » Ancillary functions or duties for lifeguards.

All staff need a thorough knowledge of the facility's Normal Operating Procedures (NOP) and Emergency Action Plans (EAP), and training plans should include regular opportunities for staff to refresh their knowledge of these.

Further information

Templates:

- » [8.4 Lifeguard training plan](#)
- » [8.5 Training activity – spinal scenario](#)
- » [8.6 Staff training records](#)
- » [8.7 Staff qualification register](#)

4. Managing staff

4.1 Managing performance and development

Systems for managing performance and development supports the retention of staff by providing a framework that sets out performance expectations, identifies development and training opportunities, and provides an opportunity for staff to receive feedback on their performance.

Establishing a team adds value to the process and systems of facility management. Effective teamwork is reflected in the quality of strategic and operational decisions, the ability to turn decisions into actions and, ultimately, in the quality of the facility's performance.

Teamwork is imperative in a pool environment to ensure the safety and security of users while providing a welcoming environment. Teamwork applies to all facility staff from frontline reception to pool staff to management. Teamwork is effective when a group can work together, train together and adapt to new demands and situations.

The facility manager's effectiveness is determined largely by the effectiveness of staff. Staff must be capable, and their training planned so that their potential is developed.

Providing constructive feedback to staff outside of the performance management system is essential in developing good working relationships. Feedback should always be motivating and encouraging and can be used to reinforce positive actions and behaviours as well as addressing areas requiring improvement.

Annual performance reviews are often aligned to a salary review. Do not rely on annual processes to either praise or identify issues with performance. Best practice is to address these immediately rather than wait until the annual review. This helps both the staff member and organisation to maintain a good working relationship and a safe environment.

Undertaking exit interviews with departing staff can provide facility managers with additional information concerning the organisational structure, culture and environment. Good interviews can help improve all aspects of the organisation and are an opportunity to transfer knowledge and experience to other members of the team.

4.2 Organisational structure

The organisational structure of a workplace describes the relationships within an organisation in terms of reporting and management, the relationship of individuals and teams, and areas of responsibility. The structure depends on the size and complexity of the facility, and the roles required to be undertaken by staff, e.g. plant management, supervision, front of house.

An aquatic facility's structure can be complex as staff work in shifts and need to cover all areas of responsibility in terms on plant management, lifeguarding and general management. Staff may be split into operational teams, or they may all operate as one team.

4.3 Team structure

Staff may consist of full-time, part-time and casual staff working in teams to cover full operational hours of the facility. Each team will need personnel to cover specific functions such as reception, lifeguarding duties and plant room and rotate to cover the early/late shift. Consider mixing the teams up every six to twelve months to give opportunities for succession planning of staff.

When putting teams together and creating rosters, key considerations are:

- » the minimum number of staff required
- » areas of cover required
- » events, programmes, facilities that will impact on staffing levels
- » staff relationships with each other – who works well together.

Further information

Template: [8.8 Staff roster](#)

4.4 Managing performance issues

Where staff are not performing to the agreed expectations of management, it is important to act quickly before any issues escalate. Any action taken must be according to employment legislation and it is recommended that advice is sought from employment relation specialists or HR Advisors before any action is taken, to ensure correct procedures are followed.

Key steps required when dealing with performance management concerns are:

- » Reminders of expectations and discussion of expectations.
- » Support through counselling and up-skilling.
- » Verbal warnings.
- » Written warnings.
- » Termination.

All practicable steps to turn unsatisfactory performance around should be undertaken.

4.5 Employee assistance programmes

Employee assistance programmes can help staff manage personal issues that may impact on their work performance, health and wellbeing. They are generally short-term counselling and referral services.

Counselling should also be made available to any staff involved in an incident, including non-fatal and fatal drownings, any form of abuse from customers and notifiable events.

4.6 Drug testing

In the interests of both customer and staff safety it is essential that staff are not under the influence of drugs or alcohol while on duty. A drug and alcohol policy should be established as part of employment conditions and made clear to all staff at the time of their employment.

Any staff member that displays behaviours indicating they may be under the influence of drugs and/or alcohol may be subject to drug and alcohol testing. The member concerned must be given an opportunity to explain their behaviour first. It is important that the testing is confidential and follows correct procedure.

Examples of behaviours or actions that may indicate someone is under the influence can include (but are not limited to):

- » Strong smell of alcohol or cannabis on the person.
- » Repetitive, unexplained absence or lateness.
- » Repeated concerns about, or unexplained poor performance.
- » Continual minor accidents.

Recreation Aotearoa Te Whai Oranga

- » Fighting or arguments in the workplace.
- » Going to locker/lunchroom/bathroom more than necessary or normal.
- » Dilated pupils, blurred vision, droopy eyelids, bloodshot eyes, slow and slurred speech, slow gait, high energy levels, disorientation.
- » Changes in alertness, attention span, short term memory.
- » Changes in personality or behaviour.
- » Feigning sickness or emergencies to get out of work early.
- » Increased health issues or complaints about health.
- » Unusual or out of character on-site behaviour.

5. Staff presentation and protection

5.1 Lifeguard's image

It is important to be aware of the image that staff create. Appearance and behaviour are critical factors. The attitude customers have towards staff will be enhanced by their own conduct and appearance and by the facility's presentation. The simple action of picking up rubbish or tidying equipment conveys to customers that staff are proud of their facility. It also indirectly encourages desirable behaviour from customers.

5.2 Uniform

Lifeguards must be clearly identified and wear distinctive clothing which makes them easily recognisable in the event of an emergency. The international lifeguard colours of red and yellow are recommended as they are instantly recognisable and offer high visibility.

Clothing provided should be functional and not restrict a lifeguard's ability to perform routine work or rescues in any way, especially if entry into the water is required. Suitable footwear, such as sports shoes, should be worn. Jandals and open shoes are not considered appropriate, especially in emergency response situations or when handling chemicals.

UV resistant uniforms are available for lifeguards in outdoor pools; similarly cold/wet weather uniforms should also be considered for outdoor facilities.

Figure 1: Examples of staff uniforms



5.3 Protection

Staff in outdoor pools should be provided with suitable sun protection, including sunglasses, sun hat and a broad-spectrum sunscreen. In addition to improving personal safety and reducing tiredness, this shows a responsible attitude and example to customers. In a stationary lifeguarding position, such as a lifeguard chair, the addition of an umbrella will assist in the reduction of ultraviolet radiation.

Staff can be exposed to infectious material or body fluids when dealing with an incident or emergency. Protective equipment should always be onsite and used when necessary, including:

- » disposable aprons
- » gumboots (of various sizes)
- » gloves (of various sizes).

Personal protective equipment (PPE) also needs to be provided for staff handling chemicals in the plantroom. It is important that the PPE is correctly fitted and worn and is regularly checked and replaced if faulty or degrading.

Other personal protective gear should be allocated to staff and always carried with them (see **section 5.4**).

It is recommended that prior to starting duty, all staff ensure that any cuts or open wounds are covered up to reduce possible cross contamination.

There are five key rules for personal safety:

- » Always wear gloves (double glove when practicable).
- » Cover all cuts.
- » Use barriers, if available, when carrying out CPR (such as face shield, bag masks).
- » Do not share personal items.
- » Wash hands thoroughly after each incident or event.

5.4 Equipment

Lifeguards should always carry items for essential first aid and emergency supplies. These basic first aid supplies will provide protection from cross infection when performing resuscitation or elementary first aid. The most

convenient way for staff to carry their first aid and emergency supplies is by use of a bum bag. Lifeguards should replace items after use and check the contents before commencing every shift. Personal equipment includes:

- » a whistle
- » plasters
- » antiseptic wipes
- » resuscitation pocket mask
- » pair of disposable gloves
- » scissors
- » pen and notebook.



6. Problem solving

Problems can be an everyday occurrence, especially in areas where there are significant customer interactions. The ability of management and staff to identify and solve problems will affect the impact problems have on the organisation.

Open and clear communication between staff, and with customers makes the ability to identify, analyse, and solve problems easier. It is also important, once a solution has been agreed and implemented, to undertake a review. This ensures all the correct and appropriate actions have been implemented and reduces the chances of the problem occurring again.

Clearly identify the following:

- » Current situation and what caused it.
- » Desired outcome (if things are going well what would be happening).
- » Any criteria that need to be met (timing, cost).
- » Options.
- » Preferred and selected solution.

Case study: Hanmer Springs Staff Wellness Programme

In 2023 HSTPS developed and implemented its latest 5-year strategic plan. Our purpose was to create enriching experiences connecting people to each other and to our place. Our values of Manaakitanga, Rangatiratanga, Kaitiakitanga and Whanaungatanga embrace our people, our community, our visitors and our environment and taking ownership in all actions and decisions we make.



People are at the heart of our business. Our culture is to care for, respect and value our team members. We have recognised that over the last five years our people have faced significant challenges and uncertainties and there has been much higher levels of anxiety experienced in the workplace.

By making people a strategic pillar in our strategic plan it has raised the profile of people-driven initiatives to a higher level and is a key focus for decisions and initiatives at an executive leadership and board level.

We now have the following programmes in place to support our team:

- » Weekly onsite trainee counsellor.
- » Onsite pastor (friend of the pools).
- » My Everyday Wellbeing Programme.
- » Training and development.
- » Facebook page.
- » EAP services.

7. Qualifications

Industry training is designed to develop skills and qualifications of staff. It is seen as an investment in both the organisation and providing competent, confident and committed staff.

Te Mahi Ako

Te Mahi Ako provides work-based learning for te ahumahi ā-rēhia: the active recreation, leisure and entertainment sectors.

Te Mahi Ako provides national qualifications, monitors workplace assessment, provides accreditation and moderation processes, and works with workplaces and employers to maintain industry education and training.

Te Mahi Ako manages and maintains the Register of Recreation Professionals (NZRRP), which is a register of qualified people working in the active recreation, leisure and entertainment industry. This register is updated regularly and is based on confirmation of achievement from trained assessors. The register enables managers to check and confirm the currency of employee Pool Lifeguard Practising Certificate status.

Further information

[Te Mahi Ako](#)

[Register of Recreation Professionals](#)

Workplace training and assessment

Staff employed or volunteering at an aquatic facility can be assessed on the job by registered facility-based assessors or Te Mahi Ako contract assessors. Assessors are trained by Te Mahi Ako to undertake workplace-based assessment.

Further information

[Te Mahi Ako](#)

[NZ Qualifications Authority](#)

Pool lifeguard qualifications

The minimum age of a pool lifeguard is 16 years. Training to become a lifeguard is undertaken in two stages, first the Pool Skills Lifeguard Award (PLSA) followed by the Pool Lifeguard Practising Certificate (PLPC). These involve lifeguard training and assessments followed by on-job validation. Lifeguards who hold the PLPC

can work towards the New Zealand Certificate in Aquatics Pool Lifeguard Level 3 which is the benchmark standard qualification. This qualification allows lifeguards to formalise their PLPC and is the entry level qualification for the Te Mahi Ako aquatic careers pathway

Further information

[Te Mahi Ako](#)

7.1 Swim Teacher qualifications

The minimum age of a swim teacher is 16 years. Training to become a swim teacher can be done through two different pathways internal training and assessment or external training and assessment via Swimming New Zealand's AUSTSWIM programme.

Further information

- » [New Zealand Certificate in Aquatics Swim & Water Safety Teacher Level 3](#)
- » [New Zealand Certificate in Aquatics Specialised Swim and Water Safety Teacher Level 4](#)
- » [AUSTSWIM Teacher of Swimming and Water Safety](#)

7.2 Aquatic facility qualifications

The minimum age to complete qualifications is 16 years. Training is completed on job with assessment by an internal Te Mahi Ako assessor.

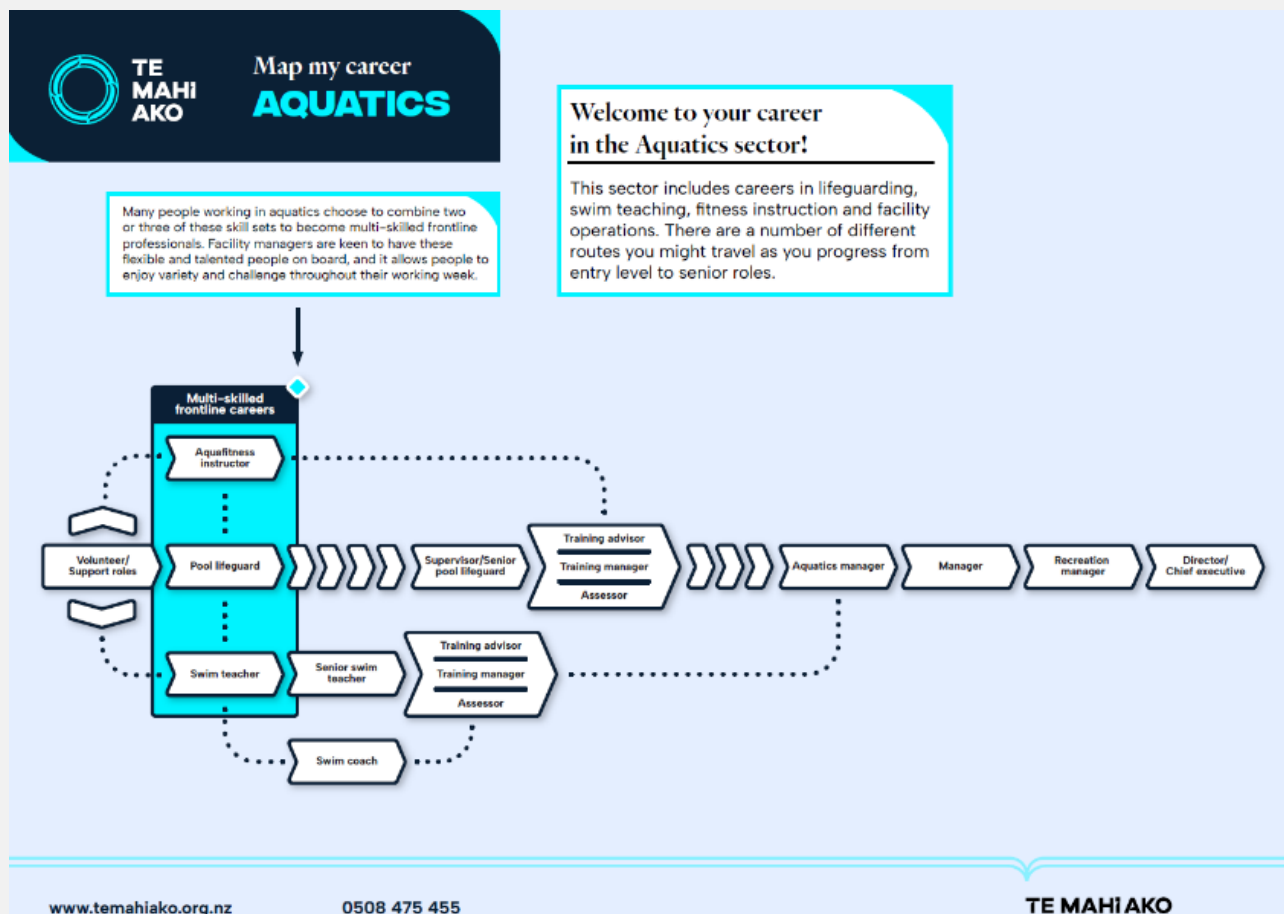
Further information

[NZ Certificate in Aquatic Treatment Systems Level 4](#)

[New Zealand Certificate in Sports, Exercise and Leisure Operations Level 3](#)

7.3 Career pathways

Figure 2: Career map for the aquatics sector



7.4 Training providers

The following organisations can provide training and assessment for staff in the areas of first aid, lifesaving, water treatment and swim teaching:

[Te Mahi Ako](#)

[Recreation Aotearoa](#)

Water Treatment:

- [WaiSkills](#)
- [Watermark](#)
- [WILSS](#)

First Aid:

- [St John](#)
- [Red Cross](#)

[AUSTSWIM Aotearoa](#)

[Swimming NZ](#)

8. Templates

[8.1 Pool Lifeguard role description](#)

[8.2 Shortlisting matrix](#)

[8.3 Interview questions](#)

[8.4 Lifeguard training plan](#)

[8.5 Training activity – spinal scenario](#)

[8.6 Staff training records](#)

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8.1 Pool lifeguard role description

Role	Key responsibilities
<p>Customer service</p>	<ul style="list-style-type: none"> • Provide clear and accurate information to customers about the facility services and programmes. • Provide effective customer care and consideration ensuring a positive, welcoming, helpful and courteous manner to all customers. • Proactively develop and maintain positive relationships with facility customers and user groups. • Encourage and respond positively to customer feedback, seeking assistance from team leaders when required.
<p>Facility identity</p>	<ul style="list-style-type: none"> • Actively commit to working as part of the “facility team” to ensure a cooperative and friendly work environment. • Attend and participate in team meetings and contribute constructively to discussion which promotes a good work environment. • Show respect for all facility team members.
<p>Equipment management and facility presentation</p>	<ul style="list-style-type: none"> • Proactively maintain a clean, hygienic, well-presented facility taking personal responsibility for, and pride in, the work done to achieve this. • Carry out all cleaning and maintenance duties according to procedure and to meet specified standards. • Assist in the delivery of programmes and events by providing effective set up and set down of equipment used in programme provision.
<p>Pool lifeguarding</p>	<ul style="list-style-type: none"> • Carry out pool lifeguarding according to organisational protocols and standards.

Role	Key responsibilities
<p>Health and safety</p>	<ul style="list-style-type: none"> • Take all reasonable and practical steps to ensure the safety of customers and other team members. • Report all hazards according to organisational protocols and standards. • Cooperate fully in meeting the health and safety requirements of the facility. • Through effective supervision and education, ensure customers use facility equipment, services and activities safely. • Identify and respond to emergencies according to Emergency Action Plans. • Carry out water testing and record test results. • Carry out plant monitoring and assist with adjustments and maintenance as required. • Use protective equipment when required by pool standards.
<p>Training</p>	<ul style="list-style-type: none"> • Maintain personal levels of competence sufficient to carry out unassisted first aid and water-based rescue techniques in any area of the pool. • Attend all scheduled in-house training on request.
<p>Administration</p>	<ul style="list-style-type: none"> • Carry out administration duties according to procedure to meet specified standards and those requested by the team leader and necessary in the effective management of the facility. • Accurately record water test and plant check results. • Provide efficient and accurate reception services, including fee collection, retail sales, stock control, dissemination of information, reconciliation and preparation for banking of all money received.

8.2 Shortlisting matrix

	Name	Name	Name
Skill 1 0 - 3			
Skill 2 0 - 3			
Skill 3 0 - 3			
Qualifications 0 - 3			
Experience 0 - 3			
Total			
Comments			
Rank			

8.3 Interview questions

Panel Chair

- » Say: “Thank you for coming to the interview.”
- » Invite panel members to introduce themselves.
- » Outline timeframe for interview.
- » Say: “The interview is a behavioural interview that involves questions about your past performance so we can learn about your abilities and skills needed for the job. We will be taking notes during the interview and taking turns asking questions.
- » Do you have any questions about the process before we start?”

Scoring Scale

- » **Did not meet expectations** – inadequate response.
- » **Requires development** – response was not detailed enough, superficial (could do the role but will require development).
- » **Met expectations** – response answered the question and covered off most of the positive indicators (can do the role and will benefit from development).
- » **Exceeded expectations** – response covered a lot of relevant detail and answered the question fully (can do the role).
- » **Outstanding** – response was detailed and covered a broader aspect of the competency than required (can do role and more).

Questions and scoring sheet

Panel member name	Question	Score
	<p>1. Understanding and fit for the role</p> <ul style="list-style-type: none"> • To ensure we are not talking past each other, would you take a few minutes to tell us what you understand the role to be? • Given this, what interests you in the role – why did you apply? (Digging deeper: What do you believe you would bring to this role?) • Can you tell us about your experience and skills for the job? • If you were to get the role, what training needs would there be for you? (Digging deeper: check for self-awareness, thinking about the role and him/herself in the role). 	
	<p>2. Teamwork</p> <ul style="list-style-type: none"> • From your experience, what do you think makes a good team? What do you contribute? • When others in your team have disagreed with you, how do you manage this? 	
	<p>3. Customer focus</p> <ul style="list-style-type: none"> • Tell us about a time you went out of your way to ensure a customer received the best possible service from you. What was their reaction? • Describe a situation where you have needed to engage with a customer who has not been happy about an issue. How did you handle this? 	

Panel member name	Question	Score
	<p>4. Time management</p> <ul style="list-style-type: none"> • Tell us about a time when you were able to complete several tasks successfully without supervision or support? 	
	<p>Other questions:</p> <ul style="list-style-type: none"> • Availability? • Rosters? • Working/covering at other pool locations? • Technical? 	

Wrap up questions (panel chair)

Questions	Answers
<p>TWO compulsory questions to add before the interview concludes:</p> <ul style="list-style-type: none"> • Is there anything we haven't asked you that you think we should have asked you? • Do you have any relationship or association either private or professional that may potentially pose a conflict of interest for you as an employee of this organisation? 	
<ul style="list-style-type: none"> • Confirm salary expectations are consistent with proposed remuneration. 	
<ul style="list-style-type: none"> • If you were successful, when could you start? 	

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Questions	Answers
<ul style="list-style-type: none"> We are interviewing [number] people. We hope to complete the process within two weeks. 	
<ul style="list-style-type: none"> The applicant that we select for appointment will be required to undergo a police check and a drug and alcohol test. Do you have any objections to either of these tests? (Ensure paperwork for police checking is completed). 	
<ul style="list-style-type: none"> Administration check: Application form is completed in FULL and signed. Referee details are current and correct. 	
<ul style="list-style-type: none"> Do you have any questions for us? 	

Criteria	Name 1	Name 2	Name 3
1. Understanding and fit for the role			
2. Teamwork			
3. Customer focus			
4. Time management			
TOTAL			

7. Personnel

8.4 Lifeguard training plan

Term 1	Time	Topic
Tuesday, 4 Feb	9.30am – 12.30pm	Spinal scenarios
Tuesday, 11 Feb	9.30am – 12.30pm	Spinal scenarios
Tuesday, 18 Feb	9.30am – 12.30pm	Spinal scenarios
Tuesday, 25 Feb	8.30am – 12.30pm	Resuscitation Level 3
Tuesday, 4 Mar	8.30am – 12.30pm	Resuscitation Level 3
Tuesday, 11 Mar	8.30am – 12.30pm	Resuscitation Level 3
Sunday, 16 March	1.00pm – 4.00pm	Casual/PT lifeguard training
Tuesday, 18 Mar	9.30am – 12.30pm	Rescues and tows
Tuesday, 25 Mar	9.30am – 12.30pm	Rescues and tows
Tuesday, 1 Apr	9.30am – 12.30pm	Fire warden and extinguisher
Tuesday, 8 Apr	9.00am – 11.00am	Fire warden and extinguisher
Friday, 11 Apr	5.30pm – 8.30pm	Casual/PT lifeguard training
Tuesday, 15 Apr	9.00am – 12.00pm	Casual/PT lifeguard training
Tuesday, 15 Apr	9.00am – 11.00am	Fire warden and extinguisher

Term 2	Time	Topic
Tuesday, 6 May	9.30am – 12.30pm	First aid scenarios
Tuesday, 13 May	9.00am – 5.00pm	Non-violent crisis intervention
Tuesday, 20 May	9.30am – 12.30pm	First aid scenarios
Tuesday, 27 May	9.30am – 12.30pm	Chemical handling
Tuesday, 3 Jun	9.30am – 12.30pm	First aid scenarios
Sunday, 8 Jun	1.00pm – 4.00pm	Casual/PT lifeguard training

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Term 2	Time	Topic
Tuesday, 10 Jun	8.30am – 4.30pm	Water quality – 20046
Tuesday, 17 Jun	9.00am – 5.00pm	Non-violent crisis Intervention
Tuesday, 24 Jun	9.00am – 12.00pm	Casual/PT lifeguard training
Sunday 29 Jun	5.30pm – 8.30pm	Lifeguard games
Tuesday, 1 Jul	9.00am – 5.00pm	Non-violent crisis intervention

7. Personnel

8.5 Training activity: spinal scenarios

Staff training plan

Tuesday training	
Location:	Date:
Duration: 9.00am – 12.00pm	Trainer:

Time	Activity
9:00am – 11:00am	<ul style="list-style-type: none"> • Circuit – Warm Up • Swim proficiency test • 200m freestyle in less than four minutes • swim 66m breaststroke • swim 66m sidestroke • swim 66m survivor backstroke • 33m conscious tow • 33m unconscious tow • tread water for five minutes • retrieve a weighted dummy from bottom of deepest part of pool • Suspected spinal injuries practices • Conscious spinal injury: scenario – shallow dive (shallow end) • Unconscious spinal injury: scenario – shallow dive (shallow end), not breathing • Conscious spinal injury: scenario – slip on dive block (deep end) • Unconscious spinal injury: scenario – slip on dive block (deep end), not breathing
11:00am – 12:00pm	<ul style="list-style-type: none"> • Debrief

I confirm I have attended and understood the training on [insert date]:	
Attendee:	
Signature:	

