

SWIM INSTRUCTOR/PROGRAM LEADER



VERSION:	V1 – 9.01.24
DEPARTMENT:	Active Kingston
PREPARED BY:	Adele Dobbin – Aquatic Supervisor Amanda Maher – Aquatic Coordinator Karen O’Shaughnessy – Aquatic Supervisor Megan Hansson – Acting Senior Health and Safety Officer Leanne Keller- Health and Safety Support Officer Rebecca Noonan - PACE Health Management
WORK SCHEDULE:	Days Per Week - Monday – Sunday Hours/Day - 1-6hr shifts, 1-7 days per week Typical shift times - 8am - 8.30pm Breaks - >5hr shift 30min additional 5min as needed
LOCATION/S ANALYSIS UNDERTAKEN:	Waves Leisure Centre
Organisation specified objectives of this analysis	Functional Task Analysis Pre-Employment Functional Screening Assessment Creation
Task Modifications Available - Physical	Nil
Task Modifications Available – Cognitive	Nil
Task Modifications Available Environmental	Nil
Most prevalent workplace injuries:	RSI Musculoskeletal injuries Exposure to traumatic events Skin conditions/irritations
Most prevalent workplace injury incidents/tasks:	Unpredictable children and patrons Exposure to traumatic events Repetitive squatting/bending Repetitive exposure water
Description and primary purpose of role:	The role of the Learn to Swim Instructor is to plan and conduct quality swimming lessons and water safety programs at Waves Leisure Centre for a range of ages and abilities in accordance with the Centre’s approved program.



ENVIRONMENTAL FACTORS	Description
Environment	Indoor/Temperature controlled, Outdoors (weather parametres for stopping work as per exposure to environmental extremes), Combination indoors and outside (split 95:5), Hot or heated environment: pool deck ~28-40deg
Noise (e.g could not hear a person talking from 1 metre away/unable to concentrate on task)	Shouting with echo within facility, occasional whistles
Vibration	N/A
Personal Protective Equipment	Rash vest , Swim shorts, Pool deck coats, Sunscreen, Hat
Machinery/Tools	Pool inflatable, Handheld blower, Electrical blower, Trolley, Pool equipment
Uneven Terrain	Pool deck, pool floor
Wet/Slippery	Pool deck, changerooms

PACE Ratings:

Manual Handling Physical Demand Rating Classification Guide:

Physical Demand Rating	Tick	Weight/Force Exerted to push or pull items.	Weight Lifted or carried
Sedentary		Exerting less than 4.5 kg of force occasionally, negligible force to push objects needed to push or pull objects.	>4.5 kg occasionally, 1-3 kilograms frequently to lift or carry objects.
Light		Exerting up to 9 kilograms occasionally and 4.5 kilograms frequently or negligible amounts of force constantly to push or pull objects.	Exerting 4.5-9 kg occasionally, 3-4.5kilograms frequently to lift or carry objects.
Medium	✓	Exerting up to 9-23 kilograms occasionally and or 4.5-11 kilograms frequently or 4.5kg force constantly to push or pull objects.	>9-15 kg occasionally, 4.5 -11kg frequently to lift or carry objects.
Heavy		Exerting up to 23-45 kilograms occasionally and or 11-23 kilograms frequently or 4.5kg force constantly to push or pull objects.	>15-20 kg occasionally, 11-16kg frequently to lift or carry objects.
Very Heavy		Exerting up to >45 kilograms occasionally and or >23 kilograms frequently or 9kg force constantly to push or pull objects.	20kg+ occasionally, 16+ kg frequently to lift or carry objects

Cardiovascular Physical Demand Rating Classification Guide:

Physical Demand Rating	Tick	Cardiovascular Demand
Sedentary		A role predominantly involving sitting with occasional standing and walking. Low level force and slow movements required occasionally. Heart Rate <40% maximal Heart Rate or 4/10 effort
Light		A role involving frequent standing or walking with occasional bouts of sitting. Physical tasks in this role are light in nature, completed at a slow pace and could be sustained throughout the working day without noticeable increase in breathing rate or levels of exertion. Heart Rate 40-55% maximal Heart Rate or 4-5.5/10 effort
Medium	✓	A role involving frequent to constant walking and standing with occasional bouts of sitting. Some physical tasks in the role are light to moderate in nature, completed at a moderate pace and could not be sustained for periods of greater than 20 minutes at a time, the participant will have a noticeable increase in breathing and exertion rate but is still able to say a sentence before requiring to take a breath. Heart Rate 55-70% maximal Heart Rate or 5.5-7/10 effort
Heavy		A role involving frequent to constant walking and standing with rare bouts of sitting. Most physical tasks in the role are moderate to heavy in nature, completed at a moderate to fast pace and could not be sustained for periods of greater than 10 minutes at a time, the participant will have a noticeable increase in breathing and exertion rate and will require to take a breath every few words. Heart Rate 70-90% maximal Heart Rate or 7-9/10 effort
Very Heavy		A role involving frequent to constant walking and standing with rare bouts of sitting. Most physical tasks in the role are heavy in nature, completed at a fast pace and could not be sustained for periods of greater than 5 minutes at a time, the participant will have a noticeable increase in breathing and exertion rate and will be puffing and panting. The heavy work may be interspersed with short periods of rest. Heart Rate >70% maximal Heart Rate or 9+/10 effort

HEALTH MONITORING CONSIDERATIONS

CRITERIA	YES / NO
Exposure to hazardous noise	NO
Exposure to manual handling as part of normal activities	YES
Exposure to hazardous chemicals	NO
Exposure to hazardous manual handling	YES
Exposure to hazardous waste	NO

HAZARDOUS MANUAL HANDLING

MANUAL HANDLING TASKS ARE ASSESSED IN ACCORDANCE WITH THE WORKSAFE VICTORIA COMPLIANCE CODE: HAZARDOUS MANUAL HANDLING. USE THIS CHECKLIST TO IDENTIFY IF A MANUAL HANDLING TASK IS CONSIDERED AS HAZARDOUS. IF ANY BOXES ARE SELECTED, THE TASK INVOLVES HAZARDOUS MANUAL HANDLING.

Work/Task	Repetitive or sustained application of force	Sustained awkward posture	Repetitive movement	Application of high force	Exposure to sustained vibration	Handling of live people or animals	Unstable or unbalanced loads or loads that are difficult to grasp or hold	For known risks are suitable control measures available now?	If yes, provide details
Pre-Lesson Preparation / Post Lesson Pack Up	X	X	X					X	Task Rotation, Admin/SWMS take 5s and JTAs
Supporting a child through the water and demonstrating strokes		X	X			X	X	X	Task Rotation, Admin/SWMS take 5s and JTAs
Assisting a child from the water to the side of the pool		X	X			X	X	X	Task Rotation, Admin/SWMS take 5s and JTAs
Placing equipment on high shelf/side of the pool		X	X					X	Task Rotation, Admin/SWMS take 5s and JTAs
Transferring or relocating equipment on trolleys or in the pool,	X	X	X					X	Task Rotation, Admin/SWMS take 5s and JTAs
Adjustment of lane ropes as required				X				X	Task Rotation, Admin/SWMS take 5s and JTAs
Lifting and carrying storage tubs and equipment to various heights of shelving in the storeroom and onto the pool deck.		X		X				X	Task Rotation, Admin/SWMS take 5s and JTAs
Setting up the inflatable including use of vac		X		X				X	Task Rotation, Admin/SWMS take 5s and JTAs

PHYSICAL DEMAND MATRIX

POSITION ASSESSED: Swim Instructor/Program Leader

KEY: **R:** Rarely **O:** Occasionally 1-33% or <2.5hrs/shift **F:** Frequently 33-66% or >2.5-5 hrs/shift **C:** Constant 67-100% or >5-8 hours of shift **OH:** Occasional High Frequency (Posture/Movement repeated/held for 3 + minutes at a time)

SUSTAINED POSTURES AND MOBILITY REQUIREMENTS

Posture Required	R	O	F	C	OH	Typical Maximal Holding Time	Typical Holding Time
Standing				x		6hrs	3-4hrs
Walking				x		6hrs	3-4hrs
Unilateral Kneel (one knee)		x				3-5min	1-2min
Bilateral Kneel (two knees)		x				20-30min	3-5min
Reaching Overhead		x				5-10min	10-20sec
Reaching forward				x		1-2hrs	20-30min
Reaching Shoulder height			x			1-2hrs	20-30min
Climbing Stairs		x				1-2min	10-20sec
Stooping or bending			x			30-60min	10-20min
Climbing Ladders		x				1-2min	10-20sec
Twisting			x			30-60min	10-20min
Turning		x				20-30min	5-10min
Looking up/Down		x				10-20sec	5-10sec
Lying		x				10-20sec	5-10sec
Scanning				x		6hrs	3-4hrs
Squatting		x				20-30min	3-5min
Push/Pull				x		1-2hrs	30-60min

Force Exerted	Description
Sedentary	Exerting less than 4.5 kg of force occasionally, negligible force to push objects needed to push or pull objects.
Light	Exerting up to 9 kilograms occasionally and 4.5 kilograms frequently or negligible amounts of force constantly to push or pull objects.
Medium	Exerting up to 9-23 kilograms occasionally and or 4.5-11 kilograms frequently or 4.5kg force constantly to push or pull objects.
Heavy	Exerting up to 23-45 kilograms occasionally and or 11-23 kilograms frequently or 4.5kg force constantly to push or pull objects.
Very Heavy	Exerting up to >45 kilograms occasionally and or >23 kilograms frequently or 9kg force constantly to push or pull objects.

MANUAL HANDLING DEMANDS

Physical Demands	Metrics (Tasks)	R	O	F	C	OH	Typical Distance (m)	Maximal Weight / Load (kg)	Typical Load (kg)	Typical Reps/hr
Lift floor to waist:	Boxes of equipment Electrical blower		x				10-100m	25kg	5kg	
Lift below the knee to waist:	Pool inflatables Pool equipment		x				1-100m	25kg	5kg	
Lift waist to shoulder:	Children People Pool equipment		x				1-10m	20kg	5kg	
Lift waist to overhead:	Pool equipment		x				1-10m	5kg	2kg	
Unilateral Carry (one arm):	Handheld blower Electric blower Pool equipment		x				1-100m	20kg	5kg	
Push load:	Trolley Pool inflatable		x				10-100m	Very heavy	Very heavy	
Pull load:	Trolley Children Lane ropes		x				10-100m	Very heavy	Very heavy	
Grasping:	Children Teaching aids Pool equipment Handheld blower Electrical blower		x					Very heavy	Medium	



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PSYCHOSOCIAL MATRIX

KEY: R: Rarely <1% **O:** Occasionally (1-33% or <2.5hour per shift) **F:** Frequently (33-66% or >2.5-5 hours per shift)
C: Constant (67-100% or >5-8 hours per shift) **OH:** Occasionally high frequency (repeated for 3+ minutes at a time)

	Attribute	Explanation	Frequency Experienced during typical day	General examples Please provide 2-3 examples to provide context
PERSONAL	Decision making/reasoning	<p>Making good and timely decisions that keep the department moving forward</p> <ul style="list-style-type: none"> - Makes sound decisions, even in the absence of complete information - Relies on a mixture of analysis, experience, and judgement when making decisions - Considers relevant factors and uses appropriate decision-making criteria and principles - Recognises when and reasonable solution will suffice in a timely matter 	Constant	<ul style="list-style-type: none"> • Ensure child safety at all times • Ensure the safety of staff and members of the public • Respond to staff, and patron queries/concerns • Understanding and considering the significance and impact of decisions on individuals and the organisation
	Rule following	<p>Follows policies and procedures in place to ensure business operations are consistent</p>	Constant	<ul style="list-style-type: none"> • Following safety and service procedures, legislation, and standards • Follow the rules and industry guidelines that set the service standards for operations • Appropriately escalate and transfer matters as required • Modelling behaviours that reflect the organisational and industry standards and expectations
	Literacy skills	<p>An ability to understand written information, to evaluate arguments about this information and formulate necessary written or verbal response.</p>	Constant	<ul style="list-style-type: none"> • Read and understand written information in English • Identify individual communication needs and adapt style to provide accurate and timely information and direction • Writing accurate and complete reports for internal and external stakeholders
	Numeracy skills	<p>The ability to understand numerical information as well as the ability to make logical conclusions</p>	Constant	<ul style="list-style-type: none"> • Basic calculations • Interpret statistics and ratios
	Technical literacy	<p>Anticipating and adopting innovations in department-building digital and technology applications</p> <ul style="list-style-type: none"> - Anticipates the impact of emerging technologies and makes adjustments - Readily learns and adopts new technologies 	Constant	<ul style="list-style-type: none"> • Interact with the Aquatic Management System via PC or tablet • Share technical skills and abilities with team members and other stakeholders
	Coping with pressure and setbacks	<p>Works productively in a high-pressure environment</p> <ul style="list-style-type: none"> - Responds reasonably to difficulty situations - Balances the demands of work life and personal life - Handles criticism well and learns from it 	Frequently	<ul style="list-style-type: none"> • Responds reasonably to difficult situations (challenging stakeholders) • Managing conflict and feedback from families, and staff • Meeting work expectations and timelines • Adapt to changing priorities, environment and varying levels of workload, and time-critical responses to inquiries and incidents

PERSONAL

<p>Manages complexity</p>	<p>Making sense of complex, varied quantity, and sometimes contradictory information to effectively solve problems</p> <ul style="list-style-type: none"> - Asks questions to accurately analyse situations - Acquires data from multiple and diverse sources when solving problems - Uncovers root causes to problems - Evaluates pros and cons, risks, and benefits of different solution 	<p>Constant</p>	<ul style="list-style-type: none"> • Balancing customer expectations and needs with the facilities' ability to deliver programs • Demonstrating neutrality and balance in complex situations • Assessing and immediately responding to normal and abnormal situations
<p>Manages Ambiguity</p>	<p>Operating effectively, even when things are not certain or the way forward is not clear</p> <ul style="list-style-type: none"> - Deals comfortably with the uncertainty of change - Effectively handles risk - Can decide and act without the total picture - Is calm and productive, even when things are up in the air - Deals constructively with problems that do not have clear solutions or outcomes 	<p>Constant</p>	<ul style="list-style-type: none"> • Recognising, accepting, and adapting to the ever-changing needs and service
<p>Ability to work in isolation</p>	<p>Comfortable working in isolation for prolonged periods of time without the company of others</p> <ul style="list-style-type: none"> - Persists in accomplishing objectives despite obstacles and setbacks - Self-led to achieve results 	<p>Occasionally</p>	<ul style="list-style-type: none"> • Ability to stay self-motivated and work without direct supervision • Ability to manage own workload and activities
<p>Emotional Stability</p>	<p>Stay composed and forward thinking when faced with challenging situations</p>	<p>Occasionally</p>	<ul style="list-style-type: none"> • Make decisions within set parameters in the best interests of the programs. • Demonstrating neutrality and balance in complex situations
<p>Concentration</p>	<p>Has the ability to maintain a broad, receptive attention to a variety of demands.</p>	<p>Constant</p>	<ul style="list-style-type: none"> • Monitor the safety and security of students • Operating equipment (inflatables/ electrical pump/blowers) • Following class lists, guidelines, checklists, and procedures
<p>Persistence</p>	<p>The ability to accept obstacles, discouragement, distraction, or stressful situations</p> <ul style="list-style-type: none"> - Stay committed when faced with adversity - Persevere in pursuit of short and/or long-term goals 	<p>Frequently</p>	<ul style="list-style-type: none"> • The ability to work through unforeseen obstacles, discouragement, distraction, or stressful situations • Supervising unpredictable individuals and groups • Engaging individuals and groups with different needs and personalities
<p>Nimble learning</p>	<p>Actively learning through experimentation and when tackling new problems by using both successes and failures.</p> <ul style="list-style-type: none"> - Learns when facing new situations - Experiments to find new solutions - Takes on the challenge of unfamiliar tasks - Extracts lessons learnt from failures ad mistakes 	<p>Constant</p>	<ul style="list-style-type: none"> • Learning to cater for evolving student needs • Adapt to evolving organisational policies, procedures, strategies, and standards

PERSONAL

SOCIAL

<p>Ability to follow and complete instructions given</p>	<p>Appropriately follows instructions from others without unnecessarily challenging authority</p> <ul style="list-style-type: none"> - Follows procedures and policies - Keeps to schedule - Arrives punctually for work and meetings - Complies with legal obligations and safety requirements of the role 	<p>Constant</p>	<ul style="list-style-type: none"> • Follows procedures, policies, guidelines, and, checklists. • Arrives punctually for work and meetings • Complies with legal obligations and safety requirements of the role • Follows reasonable directions set by the organisation • Seeks clarity on and interprets unclear instructions
<p>Short term focus and/or attention to detail</p>	<p>The ability to document key pieces of information that are frequently relied upon to perform workplace tasks</p> <ul style="list-style-type: none"> - The ability to transfer information from one source to another and apply it - The ability to focus on a priority task with distractions present - Able to quickly decipher the importance of number of tasks and prioritise accordingly 	<p>Constant</p>	<ul style="list-style-type: none"> • Maintaining the condition and presentation of the facility • Maintaining situational awareness of the aquatic environment • Implement programs
<p>Autonomy</p>	<p>The ability to follow your own approach and while making informed, uncoerced decisions and remain motivated when working autonomously</p>	<p>Constant</p>	<ul style="list-style-type: none"> • Provide programs to participants of various ages and abilities throughout their lesson • Setting up for an event and group activity
<p>Ability to work with colleagues/team</p>	<p>Building partnerships and working collaboratively with others to meet shared objectives</p> <ul style="list-style-type: none"> - Works cooperatively with others across the organisation to achieve shared objectives - Represents own views while being respectful to others - Partners with others to get work done - Credits others for their contributions and accomplishments - Gains trust and support of others 	<p>Constant</p>	<ul style="list-style-type: none"> • Ability to liaise, and work with Team Members, Supervisors, and Managers. • Ability to Interact effectively with colleagues face-to-face, as required • Respectfully interact with individuals from minority identities and cultures (e.g: different ages, cultures, abilities, CALD, First Nations and LBGTQA+, people with accessible needs, and older adults) • Ability to influence team members to achieve desired outcomes • Working with at least one other person in the building
<p>Ability to work with consumers</p>	<p>Anticipating and balancing the needs of multiple customers/stakeholders/clients</p> <ul style="list-style-type: none"> - Understands internal and external customers/ stakeholder/client requirements, expectations, and needs - Considers the interests of multiple customers/ stakeholder/client - Considers cultural and ethical factors relevant to the situation - Acts reasonably despite conflicting demands of customers/stakeholders/clients 	<p>Constant</p>	<ul style="list-style-type: none"> • Working with the community from all demographics (e.g: different ages, cultures, abilities, CALD, Indigenous, and First Nations and LBGTQI+, people with accessible needs, and older adults) • Assist patrons with requests and inquiries to access alternative programs. • Supporting occasional group activities/events • Deal with parent requests and demands
<p>Productivity Demands</p>	<p>Understanding the effective and efficient processes to get things done, with a focus on continuous improvement</p> <ul style="list-style-type: none"> - Identifies and follows the processes necessary to get work done - Organises and prioritises activities into efficient workflow - Seeks ways to improve processes 	<p>Constant</p>	<ul style="list-style-type: none"> • Providing timely and responsive communication to program participants • Dealing with unpredictable children and members of the public • Monitoring movement activities of the program participants
<p>Resilience/ Ability to manage stress</p>	<p>Rebounding from setbacks and adversity when facing difficult situations</p> <ul style="list-style-type: none"> - Manages pressure - Handles and manages issues effectively - Remain productive despite adversity - Learns from workplace challenges 	<p>Constant</p>	<ul style="list-style-type: none"> • Dealing with unpredictable children and members of the public • Adapting to unplanned outages (e.g: faulty technology or service outages) • Ability to self-monitor and seek support as required

SOCIAL

<p>Ability to manage conflict</p>	<p>Handling conflict situations effectively</p> <ul style="list-style-type: none"> - Works with all parties to reach an agreement and settles disputes equitably - Integrates diverse views and finds common ground and/or acceptable alternatives 	<p>Occasionally</p>	<ul style="list-style-type: none"> • Ability to manage and action safety incidents and injuries that arise • Dealing with unpredictable children and members of the public • Supporting vulnerable members of the community • Ability to self-monitor and seek support to de-escalate conflict as required
<p>Situational Adaptability</p>	<p>Adapting approach and demeanour in real time to match demands of different situations</p> <ul style="list-style-type: none"> - Readily adapts personal and interpersonal behaviours - Understands that different situations may call for different approaches - Can act differently depending on the circumstances 	<p>Constant</p>	<ul style="list-style-type: none"> • Readily adjust personal behaviour to different audiences, situations, and stakeholders • Maintaining constant awareness of program activities • Ability to embrace additional and changing tasks and expectations at short notice • Ability to embrace an ever-changing program needs