

# School Crossing Supervisor interview questions

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## What to expect

School Crossing Supervisor interviews focus on safety awareness, reliability, and your ability to stay calm around children and traffic. You do not need formal qualifications, but employers want to see that you understand the procedures, can communicate clearly, and will show up in all weather.

- **Process and procedure:** Questions about how you set up, operate, and pack up a school crossing, including equipment checks and traffic control.
- **Behavioural:** Questions asking for examples from your past, such as staying calm when a driver ignored your signal.
- **Scenario and safety judgement:** Hypothetical situations that test your risk assessment, like a speeding car or a child running onto the road.
- **Client-facing communication:** Questions about dealing with parents, drivers, and school staff, including complaints or difficult conversations.
- **Availability and reliability:** Questions about your ability to work split shifts, in all weather, and maintain regular attendance.

The interview is usually conducted by a local council or school representative. It often starts with a short overview of the crossing site, hours, and pay rate. Then the interviewer asks a mix of process, behavioural, and scenario questions. You may be asked to walk through a typical shift or demonstrate how you would use a stop/slow bat. Some councils include a practical component or a site visit. The interview is usually informal but focused on safety and reliability. It typically lasts 20 to 30 minutes.

## 1. Walk me through how you would set up and operate a school crossing from arrival to pack-up.

### Why they ask

This tests whether you know the standard procedure and can work independently.

### How to structure your answer

Walk-through: describe arrival, equipment check, positioning, crossing operation, pack-up, and reporting.

### Example answer

*"I arrive at the crossing about 15 minutes before the school bell. First, I put on my high-visibility vest and check that my stop/slow bat, whistle, and two-way radio are working. I place traffic cones to mark the crossing area and make sure the signs are visible. I stand on the footpath near the crossing, wait for a gap in traffic, then step onto the road and hold up the stop bat. I blow the whistle to signal children to cross, and I watch both directions until they are safely on the other side. I repeat this for each group. At the end, I pack up the cones and signs, report any hazards or incidents to the school or council, and make sure the equipment is stored correctly."*

## 2. Tell me about a time you had to stay calm when a driver ignored your stop signal.

### Why they ask

This tests your composure and ability to follow safety procedures under pressure.

### How to structure your answer

STAR (Situation, Task, Action, Result).

#### Example answer

*"Last year, I was supervising a crossing on a busy road. A driver went through my stop signal while I was about to step out. I stayed on the footpath and did not step onto the road. I made eye contact with the driver, held up my hand in a stop gesture, and waited until the car had passed. Then I noted the number plate and reported it to the school and local council. The council followed up with the driver, and I continued the crossing safely. I learned to always wait for a complete stop before stepping out, even if it means a short delay."*

### **3. You notice a car speeding through the school zone while children are waiting to cross. What do you do?**

#### Why they ask

This tests your judgement under pressure and your commitment to safety.

#### How to structure your answer

Judgement under pressure: assess immediate risk, act to protect children, report, and follow up.

#### Example answer

*"My first priority is the children. I would keep them on the footpath and not step onto the road. I would blow my whistle loudly and hold up my stop bat to warn the driver and other traffic. If the car has already passed, I would note the time, car details, and direction, then report it to the school and local council as soon as possible. I would also check that the children are calm and safe. After the shift, I would complete an incident report. If speeding is a recurring problem, I would suggest council installs a speed display sign or asks police to monitor the area."*

### **4. How would you handle an angry parent who complains that you stopped them for too long?**

#### Why they ask

This tests your customer service and de-escalation skills.

#### How to structure your answer

Listen, acknowledge, explain safety, de-escalate, follow up.

#### Example answer

*"I would listen to the parent without interrupting. I would acknowledge their frustration and say I understand they are in a hurry. Then I would explain that I have to wait for a safe gap in traffic and that the children's safety is my first priority. I would keep my voice calm and avoid arguing. If the parent continued to be upset, I would ask them to speak with the school office or council. I would also report the interaction to my supervisor. After the shift, I would note any recurring issues at that crossing so the school or council can review the timing."*

### **5. What safety checks do you complete before each crossing shift?**

#### Why they ask

This tests your attention to detail and safety awareness.

#### How to structure your answer

Checklist: equipment, site, weather, personal readiness, communication.

#### Example answer

*"Before each shift, I check that my high-visibility vest is clean and visible. I test my whistle and make sure my stop/slow bat is not cracked or faded. I check the two-way radio battery and channel. I look at the crossing site for hazards like parked cars blocking the view, broken footpaths, or roadworks. I check the weather and adjust my clothing for rain or heat. I also make sure I have a drink and sun protection. If anything is unsafe, I report it to the school or council before I start crossing children."*

**6. This role is part-time and split across morning and afternoon shifts in all weather. How do you manage your availability and reliability?**

**Why they ask**

This tests whether you understand the commitment and can be depended on.

**How to structure your answer**

Honest self-assessment, personal organisation, examples of reliability.

**Example answer**

*"I understand that the school crossing runs every school day, rain or shine. I plan my week around the morning and afternoon shifts. I set two alarms and prepare my gear the night before. I have a backup plan for transport, such as a family member or a nearby bus, in case my usual ride fails. In my previous role, I had a perfect attendance record over two school terms. I only missed one shift when I was sick, and I called my supervisor as soon as I knew so they could arrange cover. I am reliable and I take the responsibility seriously."*