

Ski Instructor interview questions

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What to expect

Interviews for ski instructor roles usually blend a conversation about your experience with a practical assessment on snow. Employers want to see how you teach, how you manage safety, and how you handle the unpredictability of alpine weather and mixed-ability groups.

- **Process:** Questions about how you plan and run a lesson, from assessment to feedback.
- **Behavioural:** Questions asking for examples of past experiences with students, parents, or safety incidents.
- **Scenario:** Hypothetical situations on the snow, such as a student panicking or a sudden weather change.
- **Technical:** Questions about snowsports technique, equipment, and binding adjustment.
- **Client-facing:** Questions about communication with students and parents, especially when giving feedback.

Typically a phone or video screen first, then an on-snow practical where you demonstrate teaching and riding. The final stage is often a face-to-face interview with the snowsports school manager, covering your certification, availability, and approach to safety.

1. Walk me through how you assess a new student's ability level before a lesson.

Why they ask

To see if you have a structured, safe approach to grouping and goal setting.

How to structure your answer

Process: start with a brief interview, then a simple on-snow assessment, then set goals.

Example answer

"I start by asking about their previous experience and what they want to achieve. Then on the snow I ask them to do a few basic manoeuvres like a straight run and a snowplough turn, watching for balance, stance, and confidence. Based on that I set one or two clear goals for the lesson, like linking turns or getting on and off the lift safely."

2. Tell me about a time you had to manage a difficult student or parent.

Why they ask

Behavioural question to see how you handle conflict and communication.

How to structure your answer

STAR: Situation, Task, Action, Result.

Example answer

"Last season I had a parent who was frustrated that their child was not progressing as fast as they hoped. I listened, explained the child's current level and what we were working on, and suggested a private lesson to focus on specific skills. The parent calmed down, and the child ended up enjoying the lesson and improving. The parent thanked me afterwards."

3. You are teaching a group and notice one student is panicking on a steep section. What do you do?

Why they ask

Scenario to test judgement and safety under pressure.

How to structure your answer

Judgement under pressure: assess, act, follow up.

Example answer

"First I make sure the whole group is safe, so I get everyone to a secure spot. Then I go to the panicking student, stay calm, and talk them through a simple side-slip or traverse to easier terrain. I might hold their hand or ski beside them for support. Once they are comfortable, I check in with the group and adjust the lesson plan to avoid that section for the rest of the session."

4. How do you check and adjust ski bindings before a lesson?

Why they ask

Technical question to confirm you know equipment safety.

How to structure your answer

Technical process: step-by-step.

Example answer

"I ask the student their weight, height, and ability level, then set the DIN settings according to the manufacturer's chart. I check that the bindings release correctly by testing with a tool or by hand, and I make sure the boots are clean and fit properly. I also check the ski brakes and leashes if needed. If anything looks off, I get a technician to look at it before the lesson starts."

5. How do you keep guests safe on lifts and runs, especially with children?

Why they ask

Safety scenario, especially for resort work.

How to structure your answer

Safety scenario: prevention, supervision, response.

Example answer

"Before we get on the lift, I explain the loading and unloading procedure and check that everyone has their pass ready. On the lift, I make sure they lower the safety bar and keep their tips up. On the runs, I choose terrain that matches the group's ability and set a meeting point if we get separated. If a child is nervous, I ride with them or pair them with a buddy. I also carry a radio to call for help if needed."

6. How would you handle a lesson where the group has mixed abilities?

Why they ask

Scenario to test flexibility and inclusion.

How to structure your answer

Scenario: plan, differentiate, monitor.

Example answer

"I would start with a quick assessment of each person's level. Then I might pair stronger skiers with weaker ones for support, or set up a circuit where everyone can work on the same skill at their own pace. I would use the terrain to challenge the more advanced skiers while keeping the beginners on easier slopes. I keep checking in with everyone to make sure no one feels left behind or bored."