



SUCCESS PROFILE – Laboratory Technician

Setting your career for success at Geelong Grammar School

ROLE TITLE:		Laboratory Technician
DIVISION:		Learning, Teaching and Academic Innovation
CAMPUS:		Timbertop
REPORTS TO MANAGER:		Head of Campus Timbertop
STAKEHOLDER / DOTTED LINE MANAGER:		Head of Faculty Science and Technology
DIRECT REPORTS:		Not Applicable
EMPLOYMENT STATUS:	Tenure	Part Time Ongoing
	Hours	22.5 Hours per week 0.6 FTE
	Working Weeks	Annualised 52 Weeks 38 working weeks, 4 weeks annual leave, 10 weeks leave without pay
CLASSIFICATION:		Operational Salary Scale General A4
SUCCESS PROFILE EFFECTIVE DATE:		1 October 2026

THE ROLE

General Description and Role Purpose

To provide technical support services to teaching staff in the delivery of the School's Science programme to students.

Key Responsibilities/Accountabilities

The position of Science Laboratory Technician is responsible for the following tasks;

Learning & teaching support

- Consult and collaborate with science teaching staff on their needs for practical work;
- Maintain an efficient system for the use and allocation of materials and equipment;
- Prepare experiment trolleys for classes in Year 9 as requested by science teaching staff;
- Carry out routine tasks in preparation for practical classes, including the preparation of chemical solutions, trialling experiments, caring for living specimens, and conducting chemical/physical tests;
- Have a general understanding of the Australian, VCE, and IB science curriculum;
- Assist with the use of ICT across the department;

Safety & compliance

- Adhere to and implement safe working practices and procedures in accordance with the School's OH&S policy and practices;
- Monitor and take full care to ensure the health and safety of self and others within the Science laboratories;



SUCCESS PROFILE – Laboratory Technician

Setting your career for success at Geelong Grammar School

- Review, evaluate, and approve/modify Risk Assessments for requested practical activities;
- Maintain a safe chemical storage/handling/disposal system in accordance with compliance regulations;
- Maintain and regularly evaluate the labelling, storage, stocktaking, and inventory of equipment and chemicals;
- Maintain equipment logs, including sourcing external repairs and maintenance, and disposing of hazardous waste as required;
- Assist with the security of science classrooms, laboratories, storerooms, and prep rooms.
- Undertake school-related duties such as attending Science staff meetings and assisting with excursions and related School projects and programmes;
- Source products off-site as required;
- Participate in professional development as required. e.g. CPR/First Aid, GGS Conference;
- Additional duties as commensurate with your role;
- Committed to the rigors of the School's [Light Blueprint](#)

ORGANISATIONAL RELATIONSHIPS:

Internal Liaisons

- Head of Faculty | Science and Technology
- Teachers
- Any staff who use the Science laboratories and/or resources
- Students
- Laboratory Technician team
- Facilities Department

External liaisons

- External Suppliers
- Professional associations
- Other schools to share resources

Out of hours contact/ other inherent role requirements

- The incumbent will likely to be required to work public holidays and/or weekends which fall during Term time, where the School is operational.
- The attendance at School events, such as family day, is encouraged.
- Working physically on campus (onsite) is an inherent requirement of the role

Physical, Environmental and Psychosocial requirements

PHYSICAL	Expectation	Rarely	Occasional	Frequent	Not Applicable
Mobility	Ability to move around the workplace, including stairs and uneven ground	☐	☐	☒	☐
Mobility Endurance	Hiking and running across rugged, uneven, steep or slippery terrain, often while carrying a pack. Sleeping in a tent. Skiing – downhill and cross country	☐	☒	☐	☐
Sitting /Standing	Capacity to sit or stand for extended periods	☐	☐	☒	☐
Manual Handling	Ability to lift/carry items up to 10 kg (role-specific) Loading trailers, including lifting above shoulder height.	☐	☐	☒	☐



SUCCESS PROFILE – Laboratory Technician

Setting your career for success at Geelong Grammar School

	Pushing/pulling heavy items such as bike trailers, boats, stretchers Setting up and packing down large equipment Slitting wood, clearing drains, raking				
Operate Vehicles	Operate vehicles or heavy machinery Drive long distances on both sealed and unsealed roads, often with limited breaks Towing and reversing trailers of various sizes	☐	☒	☐	☐
Work at Heights	Using ladders, scaffolding or other objects	☒	☐	☐	☐
Fine Motor Skills	Use of keyboard, writing instruments, equipment	☐	☐	☒	☐
Visual Capacity	Reading screens, documents, and observing surroundings	☐	☐	☒	☐
Auditory Capacity	Communicating in person/phone, responding to alarms	☐	☐	☒	☐
Water-based Activities	Paddling canoes, kayaks, or rafts Carrying boats and gear around water access points Working in wet environments (eg Rivers or rainy weather)	☐	☐	☐	☒
Fatigue Capacity	Working non-business hours shifts Overnight supervision of students Being on-call Possible sleep disruption	☐	☐	☐	☒
Travel	Off-site travel	☒	☐	☐	☐
ENVIRONMENTAL	Expectation	Rarely	Occasional	Frequent	Not Applicable
Noise Exposure	Working in moderate noisy environments	☐	☐	☒	☐
Workspace Layout	Open-plan or shared workspace	☐	☐	☒	☐
Screen-Based Work	Prolonged computer use	☐	☐	☒	☐
Biological/Chemical Exposure	Exposure to cleaning agents, laboratory materials (if applicable)	☐	☐	☒	☐
Shift or Extended Hours	Work outside standard hours (if applicable)	☒	☐	☐	☐
Outdoor work	Work in hot, cold, wet conditions	☐	☒	☐	☐
Working alone	Work alone or in isolation	☐	☐	☒	☐
Confined Spaces	Work in confined spaces where only one egress (escape route) exists	☐	☐	☐	☒
PSYCHOSOCIAL	Expectation	Rarely	Occasional	Frequent	Not Applicable
Interpersonal Engagement	Regular interaction with staff, clients, students, parents or stakeholders	☐	☐	☒	☐
Emotional Regulation	Managing conflict, sensitive matters, or distressed individuals	☒	☐	☐	☐
Workload Management	Managing competing priorities and deadlines	☐	☒	☐	☐
Change Adaptability	Responding to operational change	☒	☐	☐	☐
Decision-Making	Exercising judgment within delegated authority	☐	☒	☐	☐
Confidentiality	Handling sensitive or personal information	☐	☒	☐	☐
Autonomy	Working independently with accountability	☐	☐	☒	☐
Resilience	Managing pressure, ambiguity and intensity	☐	☒	☐	☐



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THE PERSON – Key Selection Criteria

Knowledge/Skills/Qualifications | *What you need to KNOW*

Knowledge / Skills:

The position of Science Laboratory Technician requires the following key skills and experience;

- Previous experience working as a Science Technician within a Science laboratory and/or educational setting (ideally within a Middle and/or Senior School);
- Excellent interpersonal and communication skills and a capacity to develop effective relationships with both adults and students;
- Proven organisational and time management skills and an ability to meet deadlines;
- Proven ability to treat all students with respect and to actively support the learning and management plans for students consistently and appropriately;
- Knowledge of the Middle School and or Senior School Science curriculum (including IB) would be highly desirable;
- Proven capacity to work in a team environment;
- To demonstrate Courage, Compassion and Curiosity and the application of the Strategic Imperatives.

Qualifications:

- Relevant tertiary and/or post-secondary qualifications
- Current driver license is desirable to the role
- Anaphylaxis Course (22578VIC - Course in First Aid Management of Anaphylaxis) [Essential]
- Asthma Course (22702VIC - Course in the Management of Asthma Risks and Emergencies) [Desirable]
- First Aid Course (HLTAID011 Provide First Aid Course) [Essential]
- Wilderness First Aid Course for Timbertop (SISOFLD004 Provide first aid in remote locations) [Desirable]
- CPR Course (HLTAID009 - Provide cardiopulmonary resuscitation) [Desirable]

Experience | *What you HAVE DONE*

- Previous experience working as a Science Laboratory Technician within an educational environment

Personal Attributes/Attitude | *Who you ARE*

- Courageous
- Curious
- Compassionate
- Civil
- Connected

Competencies | *How you behave and what you CAN DO*

- Demonstrates exemplary ethical standards
- Acts with integrity
- Builds positive and professional relationships with staff, students, and parents
- Open to new ideas and approaches
- Collaborates effectively with individuals and teams
- Commits to the development of self and others
- Aligns personal and organisational purpose
- Committed to evidence-based practice (substantiation)



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WORKING AT GGS

- The Success Profile (SP) should be read in conjunction with the School's [Light Blueprint](#), individual performance and development plan, employment contract or relevant agreement etc.
- At Geelong Grammar School employees are committed to actualising the [Light Blueprint](#).
- The SP outlines key responsibilities only. Other duties consistent with the position purpose may be expected. SP's will be reviewed and updated from time to time. SPs fulfil the role of a Position Description.
- Geelong Grammar School is committed to providing a safe and healthy environment. All Employees, contractors, students, volunteers, and visitors share a mutual responsibility to adhere to safety guidelines and contribute to this safe environment, in accordance with the *Occupational Health and Safety Act 2004 (Vic)*.
- Employment is conditional upon obtaining a Victorian Working with Children Check (Employment) and a National Police Check, or current Victorian Institute of Teaching (VIT) registration.
- Where applicable, employment as a Teacher is conditional upon maintaining a current VIT registration (inc. Police Check), proficiency in all of the AITSL Standards, First Aid qualifications and have current Anaphylaxis Management Accreditation in accordance with Ministerial Order 706 and the School's Anaphylaxis Management Policy. Teachers are expected to participate fully in the School's academic, pastoral and co-curricular programmes.
- Geelong Grammar School is committed to experiential learning with and through nature and Creative and Positive Education. Employees are required to attend a Discovering Positive Education training course.
- Geelong Grammar School is committed to the safety of all students and has a zero tolerance of student abuse.
- The School's Student Safeguarding Framework, which includes the Student Safeguarding Strategy, Student Safeguarding Policy and Student Safeguarding Code of Conduct, is available on the [GGS website](#), under 'Student Safeguarding'. The School's expectation is that all staff members (and School Community members) comply with the Student Safeguarding Framework policies and procedures and the [Child Safe Standards](#), as applicable to their role. Any queries in respect of this Framework or the School's expectations should be directed to safeguarding@ggs.vic.edu.au.

Reviewed by: Head of Faculty | Science and Technology

Date: 3 September 2026

Approved by: Employee Engagement

Date: 3 September 2026