

Headteacher Recruitment Pack

"The best classroom and the richest cupboard are roofed only by the sky."

(Margaret McMillan)



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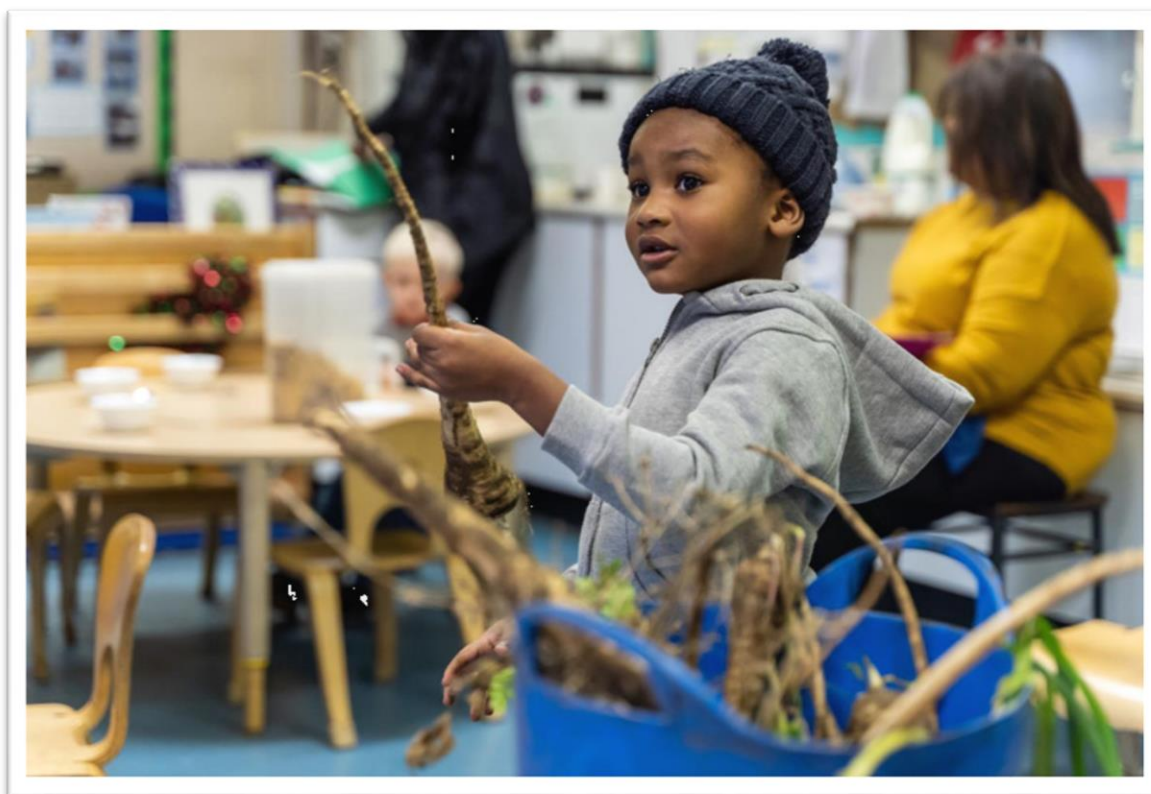
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Welcome from our Chair of Governors

Hello and welcome to Rachel McMillan Nursery School!

We are proud to be recognised as Outstanding by OFSTED and to carry forward a pioneering legacy as the first open air nursery in the England. Based in Deptford, South-East London, our school serves a richly diverse community where many children speak English as an additional language. Our ethos is inclusive and nurturing, with a strong commitment to children with special educational needs and disabilities.

Following the retirement of our longstanding Headteacher, we are seeking an inspirational leader to guide us into the next chapter of our history. We are looking for someone who can:

- Develop and extend our early years curriculum so that every child thrives and receives the best possible start.
- Build strong partnerships with children, families and carers.
- Collaborate effectively with local nurseries, primary and secondary schools.
- Lead and support our experienced team of teachers, practitioners and staff with care, compassion and ambition.

In return, we can offer:

- The support of a dedicated and experienced Governing Body.
- Positive and collaborative relationships with the Royal Borough of Greenwich.
- Strong professional networks with local headteachers.
- A unique opportunity to shape practice and write the next chapter in a school with a worldwide reputation.

OFSTED describes us as “a nurturing and inspirational school where children flourish.” We hope you will consider joining us to continue this tradition of excellence and innovation.

If you have not yet visited, I warmly encourage you to do so by contacting our School Business Manager, Michelle Campbell, at sbm@rachelmcmillan.greenwich.sch.uk. If you would like to speak to me directly, I can be reached at jsanders@rachelmcmillan.greenwich.sch.uk.

This is a rare opportunity to lead a school with a global heritage and a vital mission – giving every child, whatever their starting point, the very best beginning in life. If you share our belief in the power of early years education to transform futures, we would be delighted to hear from you.

Jonathan Sanders
Chair of the Governing Body
Rachel McMillan Nursery School

About our school

Our History

Margaret and Rachel McMillan opened the nursery school as an 'open air' nursery, on this site in March 1914, for the children of Deptford. Margaret and Rachel believed in the importance of excellent early education and the positive impact it could have on the future life chances of children. This is the oldest 'open air' nursery in England.

The key principles historically developed by the McMillan sisters still underpin and drive our philosophy and our practice today:

- The entitlement for all children to have constant and uninterrupted access to fresh air and open outside spaces.
- The understanding that health and wellbeing impact significantly on a child's development and that practitioners have a responsibility to act on this and consider it as a part of our practice.
- The understanding that family support and nurture is essential in order to support the child.



"Children want space at all ages.....space that is ample space is almost as much wanted as food and air. To move, to run, to find things out by new movement, to feel one's life in every limb, that is the life of early childhood!"
(Margaret McMillan)

Originally three-sided structures, because the sisters believed that children should be in the open air as much as possible, they called the classrooms 'shelters,' just as we do today. Our site is now Grade II listed.

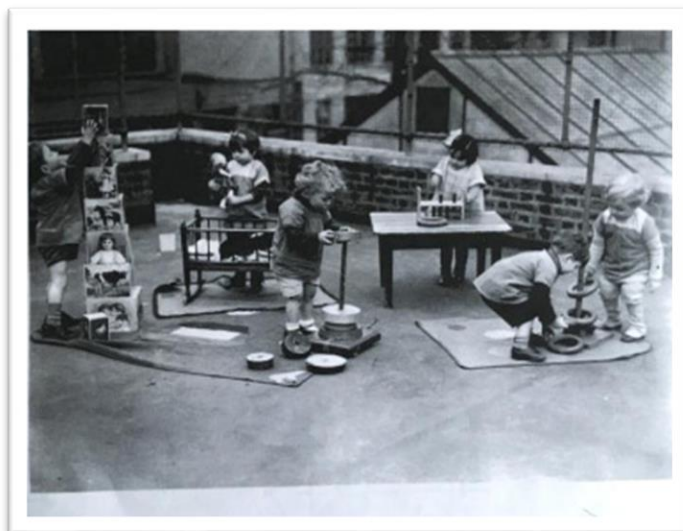
In 1917, Rachel died and Margaret named the nursery after her - Rachel McMillan Open Air Nursery.

Margaret and Rachel McMillan are rightly heralded as Early Years Pioneers. This nursery school and the work of the McMillan sisters has greatly influenced nursery practice around the world. The footprint of the school with its large garden and shelters that open out onto the garden has influenced the layout and design of nursery schools since 1914.

Subsequent research into early childhood and pedagogy has proved Rachel and Margaret McMillan right about the long-term benefits to children of high-quality nursery education.

Research shows that investment at this early age reaps rich rewards later on for the individual, community and society.

Rachel McMillan Nursery School retained a judgement of outstanding in all inspection areas, following our OFSTED inspection in March 2025. We have continuously been rated as 'outstanding' since September 2009. We are immensely proud of our history whilst at the same time being a 21st Century school, focussed on developing our knowledge and practice.



Our Team

The new Headteacher will inherit a dedicated, experienced and talented team of early years specialists, a dedicated and highly skilled office team and a fully staffed premises team who are all committed to providing the best possible experience for children and their families.

The Leadership Team consists of the Headteacher, Deputy Head (who teaches 3 days a week) and the School Business Manager. The SENDCo is a very experienced teacher with significant previous leadership experience.

Our two single shelters are led by a teacher with QTS and an Early Years Practitioner (Level 3), and three Teaching Assistants (two full-time and one part-time) each. The other two shelters are combined into a double shelter space, which is led by a FTE teacher job share with QTS, an Early Years teacher (Level 6), an EYP and three Teaching Assistants (two full-time and 1 part-time each). This structure maintains the high adult/child ratio that we know to have such a tremendous impact on the children's learning and development.

Our Children

We have 124 full-time equivalent (FTE) children on roll who are aged between 2 and 5 years old. Currently there are four shelters with mixed aged classes of 2-, 3- and 4-year-olds. All four shelters open onto our large and beautiful garden play space. The children access all four shelters and the garden for play throughout their day and the whole school year.

Our children can access 30 hours government funding, staying with us for a full day, five days a week or 15 hours government funding, staying for half-day sessions five days a week or 'bunching hours' over two and a half days. Some of our families who are eligible for 15 hours of government funding choose to pay for additional hours, enabling their child to also attend for 30 hours places.

We run term-time fee-paying Extended Day provision: Breakfast Club (8-9) and Tea Club (3-4.30 or 3-5.30) and we run Holiday Club (9-5) for eight weeks of the school holidays.

Our School is a Community of Learners



We understand that we each have an important role to play in developing and supporting others, sharing our expertise, our time and our enthusiasm in order to support this development. We know as a staff team, that this starts with us. There is a culture of and expectation of rigorous Professional Development across the whole staff team and staff are supported to engage in a variety of different types of training and development.

Our curriculum is informed and led by national, international and practitioner research. Recently, we have engaged in a number of projects facilitated through the Education Endowment Fund (EEF), working with Durham University, Greenwich University and the East London Research Hub. Our curriculum is embedded in close observation and professional discussion.

Our curriculum is highly personalised and responsive to the changing needs and developmental stages of our children and builds with them sequentially as they develop and grow. The learning is intended to be playful, exciting, irresistible, ambitious and accessible to all our children.

It is our intention that the decisions we make and the curriculum we offer to our children and their families will support them in continuing to learn, reflect and grow, enabling them to be lifelong learners.

Our Financial Context

In the most recent context, small schools and maintained nursery schools have struggled to stay financially sustainable. Working alongside colleagues within the Local Authority and the three other Greenwich nursery schools, we have been proactive in our participation in two financial reviews (December 2021 and June 2025). However, we do have a deficit budget.

To support our deficit recovery, we had a substantial two-part restructure in the summer and autumn 2022. This led to a significant impact on our deficit recovery in the financial

year 2023/2024. The restructure created additional Teaching Assistant roles and new office team roles that are now all filled.

At the same time, we have seen a noteworthy growth in demand for our fee paying Extended Day provision (Breakfast and Tea Club) as well as increased requests from families, to pay for sessions beyond the government funded hours for which their children are eligible.



There is now the possibility to expand the Extended Day provision further by moving this service to a larger room and outside space on site, as well responding to the changes in government funding for some two-year-olds by expanding places at the school, with the possibility of steadily creating an extra class.

Our Community

We are proud to serve a community of great cultural, ethnic and social diversity, with more than 25 different languages spoken within our school community. This diversity is a strength and source of pride for our school. We are passionately committed to a child-centred, play based approach to learning, promoting high achievement, wellbeing for all and successful inclusion for children with special educational needs and disabilities or medical needs.

The talents of our school community and our relationships with the wider Deptford Community enrich our curriculum. Our local community is a rich learning resource.

Family members are invited in to support our Forest School offer, Woodwork and Art Space. The children participate in a weekly football coaching session, led by an external coach and participate in an Inter-Generational activity time, fortnightly at The Deptford Mission.

The local Deptford community holds Rachel McMillan Nursery School in high esteem and many families join the school because of the recommendation of other families. We are very proud of our reputation. This helps our children to feel part of the community within which our school has been rooted for over 110 years.

Our Links to Local Schools

Rachel McMillan Nursery School was a founder member of the Greenwich Community Schools Partnership (GCSP), a collaboration of Headteachers from the Nursery, Primary, Secondary and Special Needs schools. Amongst other projects, this partnership has provided staff professional development through membership of the PTI, through research projects and Headteacher Peer to Peer review work.

Our aims are:

- To provide a safe and stimulating place to learn.
- To provide a calm, welcoming, supportive and friendly environment.
- To enable children, staff, governors and families to develop as a happy, independent, able community of learners.
- To develop children's confidence, self-esteem, self-expression, kindness and independence.
- To build on children's experiences, knowledge, cultural capital and beliefs by providing a rich variety of play experiences.
- To promote a harmonious, respectful society.
- To help children learn about and value the richness of diversity; cultural, language, family structure, Special Educational Needs and Disability.
- To create a place where everybody's views and contributions are listened to and respected.
- To encourage family involvement in nursery life and share information with mums, dads and carers about their child.
- To support a smooth transition from home to nursery and nursery to primary school.
- To lay a positive foundation for future learning.

Our core values are:

- Children always come first.
- Listen and respond to the many unique voices of each child.
- Start with the developmental needs of the child.
- Value and celebrate every individual.
- Nurture the family to nurture the child.
- Value the power of play, inside and in the 'open air.'
- Research-led early childhood practice.
- Partnership work to develop ourselves and others.
- Challenging inequality, promoting social mobility and safeguarding the vulnerable.



Job Description

Salary:	<u>Group 1 range:</u> L10 to L17 (£74,479 to £86,566)	Contract type:	Full - Time, permanent post
Responsible for:	Teachers, Early Years Practitioners, Teaching Assistants, Office and Premises Team	Reporting to:	Governing Body

This Job Description should be read alongside the range of duties and responsibilities of Headteachers as set out in the annual Teachers Pay and Conditions document and the National Standards for Headteachers 2020.

Main purpose

Our new Headteacher will:

- Lead, manage and develop the organisation and education at the school for all the children, including children with special needs and/or disability and children living in under-resourced circumstances, their families and the local community.
- Establish and sustain the school's ethos and strategic direction together with the Governing Body and through consultation with the school community.
- Establish and oversee systems, processes, practice and policies so the school can operate effectively in all aspects, including but not limited to, personnel, budget, premises, the curriculum, teaching and learning and the relationship with the Royal Borough of Greenwich (RBG), including participation in the planning and development of RBG's Early Years' service initiatives, where appropriate.
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context.
- Make sure these school improvement strategies are effectively implemented.
- Monitor, evaluate and assess progress towards achieving the school's aims and objectives, notably high outcomes for **all** children and the staff team's work and effectiveness.
- Ensure the effective use of all resources, including staff recruitment and the deployment of staff.
- Allocate financial resources appropriately, efficiently and effectively.
- Engage with and participate in the Greenwich Community Schools Partnership (GCSP). Rachel McMillan Nursery School is a founder member.
- Engage with the Directors of Greenwich West Children's Centre (GWCC) to attend their half-termly Early Help Group. This may include virtual meetings. At the discretion of the Headteacher, Rachel McMillan Nursery School may also at times host in person GWCC group services.

- Understand the unique context and history of the school, the pioneering work of the McMillan sisters and have a commitment to advocate for the present Maintained Nursery School sector and its impact on children's outcomes and positive life chances.

Ethics and Professional Conduct

Our new Headteacher will:

- Uphold public trust in school leadership and maintain consistently high standards of ethics, behaviour and principled, professional conduct in line with 'The Nolan Principles of Public Life.'
- Maintain and build positive, respectful relationships across the school community, including but not limited to, the children, families, the staff team, the Governing Body, professionals who visit, colleagues within the Local Authority and the wider community, including all appropriate outside agencies and partners.
- Treat everyone with fairness, dignity and respect to maintain a positive and fully inclusive culture.
- Lead by example through your own excellent early years practice and demonstrate a commitment to challenging inequality, promoting social mobility, equity, anti-racism and safeguarding the vulnerable.
- Be a reflective practitioner who is positive and resilient, who is prepared to offer challenge when needed and who will make timely decisions based on good judgement.
- Serve in the best interests of all the school's children and families.

Leadership and Management

Our new Headteacher will:

- Challenge and provide inspiration, motivation, vision and purpose to staff, children, families and governors.
- Lead by example, value and inspire the staff team, and create a shared commitment and responsibility for the school through collaborative teamwork, distributed leadership and professional reflection, which positively embraces change and progression.
- Ensure the maintenance of good relationships within the school and with all appropriate outside agencies and partners, including the Governing Body, families, children's services providers, the local authority, Greenwich West Children's Centre (GWCC), Social Care, NHS personnel and the police.
- Forge constructive relationships beyond the school, working in partnership with families, other schools and the local community to sustain high educational outcomes for all children and to ensure the future sustainability of our school.
- Work collaboratively with the School Business Manager to ensure the prudent and effective monitoring and management of the budget, including the delegated budget from the Royal Borough of Greenwich, fees paid by families and any supplements from other public or voluntary sector bodies.
- Ensure the maintenance of the school learning environment, inside and out, the fabric of our Grade II listed site, the building, fixtures and fittings, grounds and equipment of all kinds, designed to suit the age, aptitude and ability of every individual child.

- Ensure rigorous approaches to identifying, managing and mitigating risk and the promotion of security, health and safety measures of all those using the school.
- Have oversight of the parts of the buildings used by other service providers.

School culture and behaviour

Our new Headteacher will:

- Create a culture where children experience a positive and enriching school life, attuned to their stage of development.
- Ensure the provision of appropriate levels of care, according to age, stage of development and individual needs.
- Ensure a culture of staff professionalism.
- Uphold ambitious, developmentally appropriate educational standards in order to prepare children from all backgrounds for their next developmental stage and phase of education and life.
- Build and maintain a school culture and curriculum that promotes inclusion and equality and reflects the richness and diversity of the school's community.
- Promote positive and responsible behaviour throughout the school based on expectations of mutual respect.
- Have high expectations of behaviour from children, to protect and enhance the welfare and social development of the children; built on secure relationships, knowing children very well, clear boundaries and routines, understood by all staff and children, clearly demonstrated consistently and fairly by all adults in the school.
- Recognise, respect and harness the contributions that colleagues, families and governors can make to the development and wellbeing of children.
- Maintain and build on the highly regarded, warm, friendly, inclusive and caring ethos of Rachel McMillan Nursery School.

Teaching, curriculum and assessment

Our new Headteacher will:

- Be an excellent role model, exemplifying high quality, creative and inclusive early years teaching which takes account of children's interests, raises achievement, and guides children to become resilient, confident and independent learners to prepare children from all backgrounds for their next phase of education and life.
- Ensure the highest standards of achievement for children across the full range of abilities and needs, through high expectations and setting stretching and challenging objectives for all staff and children.
- Ensure the school learning environment is designed to suit the ages, aptitudes and abilities of every individual child, providing all the children with opportunities for development within the Early Years Foundation Stage curriculum (EYFS).
- Establish and sustain high-quality teaching across all EYFS seven areas of learning, based on evidence, ensuring the teaching of a creative broad, relevant, structured and coherent curriculum for every child, that creates an enjoyment of and commitment to learning.

- Inspire and support every member of staff to deliver quality-first teaching for every child.
- Ensure teaching is underpinned by understanding of early childhood development and play, learning dispositions, curriculum expertise and research.
- Use an effective system for summative assessment and formative assessment (online profile), to inform teaching, resourcing, strategy and decisions.
- Establish and maintain curriculum expertise across the staff team with access to professional networks and communities. This includes promoting membership of the Professional Teaching Institute to access professional development.
- Use valid, reliable and proportionate approaches to assessing children's skills, knowledge and understanding of the curriculum.
- Ensure there is excellent partnership working and good communication with families in order to ensure that home learning and experiences are supported and recognised and that objectives relating to each child's learning and development are understood and achieved through this partnership approach.

Additional and Special Educational Needs (SEN) and Disabilities

Our new Headteacher will:

- Work strategically and collaboratively with our SENDCo to identify and provide for the specific needs of all children, including those facing disadvantage, taking account of current legislation so that all staff and the Governing Body are able to carry out their statutory responsibilities.
- Promote a culture that seeks to do everything possible to admit **all** children to the nursery school, including ensuring there is communication with families, linked professionals or medical teams and that suitable training is given for staff teams.
- Promote a culture and practices that enable all children to access the curriculum.
- Ensure the school holds ambitious expectations for all children with additional and special educational needs and disabilities.
- Ensure the school works effectively with mums, dads, carers and professionals to identify additional needs and disabilities of children, providing support and adaptation where appropriate.
- Work in collaboration with other professionals and agencies as appropriate, in line with statutory duty.
- Allow Rachel McMillan Nursery School to be a host venue for the Greenwich Early Communication Together Team's Hubs.
- Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

Equality, Diversity and Inclusion

Our new Headteacher will:

- Be responsible for implementing the Local Authority's policy on equal opportunities and inclusion for all staff, children and families.

- Demonstrate a commitment to the Local Authority Equality and Equity Charter, including participation in the Hemisphere anti-racism training programme, Race Equity planning and the Greenwich Nursery Schools Educate Against Racism sub-group.
- Ensure that equality of opportunity is placed at the heart of all school activities, policies and practice and that any barriers to educational achievement are identified and effectively addressed.
- Ensure that all children receive equal access to high quality, creative education, which encourages and challenges them to develop an ongoing love of learning whilst developing a positive perception of themselves as a competent capable learner.
- Ensure equality of opportunity in the appointment and promotion of all staff.
- Maintain and promote active strategies, which value the diversity of the school community and ensure the provision of equality of opportunity and equitable treatment, regardless of social disadvantage, race, disability, religion, gender or sexual orientation.

Safeguarding and Promoting the Welfare of Children

This school is committed to safeguarding and promoting the welfare of children and expects all staff, students and volunteers to share this commitment.

Our new Headteacher will:

- Ensure staff and children's safety and welfare through effective procedures and approaches to safeguarding, as part of a duty of care and statutory requirement.
- Ensure that all statutory and advisory duties regarding safeguarding and child protection are in place and robustly monitored.
- Ensure that liaison with other professionals and agencies happens as appropriate and in line with statutory duty as necessary, including but not limited to Social Care, Early Help, NHS and police. This includes the completion of records and reports, such as Child Protection reports.
- Provide a calm, safe and well-ordered learning environment, where all children can achieve well and feel safe and where staff are focused on safeguarding.
- Hold all governors, staff, students and volunteers accountable for their contribution to the safeguarding regulations.

Developing Self and Others

Our new Headteacher will:

- Be a reflective practitioner who regularly reviews their own practice and that of the school, sets challenging personal targets and takes responsibility for their own personal development. This includes the offer from the Local Authority, which includes Heads Partnership, the Early Essentials programme, a mentor for your first year of Headship and the annual Greenwich Heads Conference.
- Keep up to date with developments and research in education.
- Manage own workload and that of the staff team with due attention to workload and wellbeing.
- Promote the Local Authority Employee Assistance Programme to all staff.

- Ensure staff have access to appropriate, high standard professional development opportunities.
- Ensure training and continuing professional development is effectively planned, delivered and evaluated, to meet the needs of all staff members.
- Make sure professional development opportunities draw on experts both within, and beyond the school.
- Ensure the implementation of a Professional Appraisal process for all staff.
- Ensure their own professional development is kept up to date.

Governance, accountability and working in partnership

Our new Headteacher will:

- Understand and welcome the role of effective governance.
- Ensure that staff understand their professional responsibilities, and are held to account. Promote a whole school ethos of collective responsibility, ensuring accountabilities are clearly defined, understood, reviewed and evaluated.
- Demonstrate a commitment to collaborative working so that everyone can share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- Work successfully with other schools, organisations, professionals from other services, the School Improvement Partner and the Local Authority.
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all children.
- Engage the school proactively in the Greenwich Learning Partnership.

Other areas of responsibility

Our new Headteacher will:

- Proactively promote and disseminate the work and expertise of the Nursery School, locally, nationally and internationally, through advertising, open mornings, documentation, consultancy and other appropriate means.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of tasks that the Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

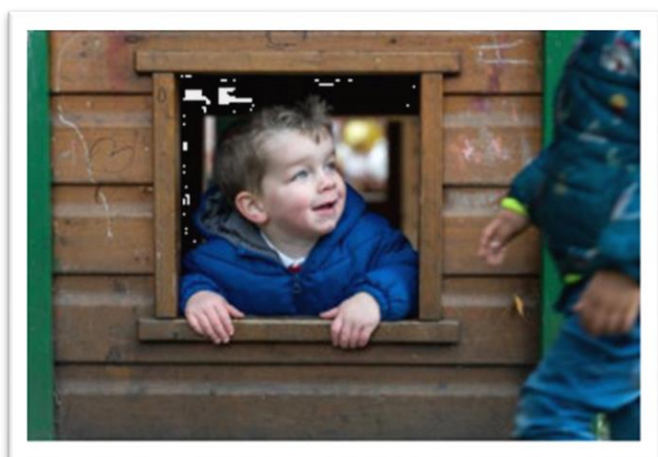


Person Specification

Criteria/Requirements	Essential	Desirable
Qualifications and Training:		
Qualified Teacher Status (QTS)	✓	
Relevant and recent professional development , specifically linked to the Job Description, Leadership and Early Years.	✓	
NPQICL or NPQH.		✓
Experience:		
Experience of successful recent leadership , that has incorporated the Foundation Stage , either as a Headteacher or Deputy/Assistant Head . Leading a team towards clear goals and objectives, impacting on whole school improvement, with a positive impact on outcomes for all children.	✓	
The ability to work in partnership with our Governing Body , providing them with information, advice and guidance to enable them to meet their responsibilities in holding our school to account as well as co-construct a vision for school improvement and progress.	✓	
The ability to work closely with our Leadership Team , drawing on their strengths and delegating when appropriate.	✓	
Extensive experience of high-quality early years teaching within the age range 2-5 years old with a proven track record of leading school improvement and raising standards with an ability to collate and analyse evidence to inform school self-evaluation.	✓	
Significant experience in building and maintaining effective, positive relationships with children, their families, staff, governors, the wider community, outside agencies and professionals; working collaboratively with them in the children's best interests.	✓	
Successful experience of and commitment to leading staff professional development , including through training and coaching/mentoring, impacting on sustained improvements in the quality of teaching and learning, holding staff to account and leading professional appraisals for all staff; using the strength of collaborative work with our established partners.	✓	
Experience of being a Designated Safeguarding Lead .	✓	
Experience of multi-agency working to achieve strategic objectives leading to improved outcomes for children in vulnerable circumstances .	✓	
A proven commitment to fostering an inclusive culture that addresses the needs of all learners in our diverse setting; providing and promoting equality of opportunity to all children as well as the wider school community.	✓	

Proven track record of inclusive and impactful teaching in an early years setting for children with additional needs and SEND .	✓	
Experience of prudent and effective management of school budgets in a constrained financial context. Experience of managing a deficit budget. Experience of recruiting and deploying staff effectively to maximise the smooth operation of the school and efficient use of budget.	✓	
Professional Knowledge and Skills:		
Able to demonstrate excellent pedagogical knowledge and understanding of current research, theory and practise in inclusive early years education with a strong understanding of play-based pedagogy, how teachers can best teach and a passion and commitment to Maintained Nursery School education.	✓	
A thorough working knowledge of the early years curriculum and the ability to use, analyse and monitor children's data to identify needs and trends in order to promote an appropriate level of challenge for all our children. Knowledge of the curriculum beyond nursery , to ensure our children are prepared for the next steps in their learning and life.	✓	
A comprehensive knowledge of the national policy framework, current educational legislation, initiatives and climate . Understanding and compliance with statutory guidance regarding the National Standards for Headteachers, EYFS, data protection, health, safety, well-being, safeguarding, equality and inclusion, and sustainability and the environment.	✓	
A thorough working knowledge and understanding of relevant safeguarding and child protection legislation , including the many facets that create safe practise and minimise harm.	✓	
Excellent interpersonal and communication skills , both oral and written, including through the use of I.T. The ability to be discreet and adhere to confidentiality .	✓	
Personal Attributes and Qualities:		
An ambitious and diligent professional who can motivate and inspire others including our children, staff, families and governors, leading by example and modelling excellent teaching skills which respond to the needs and interests of all children.	✓	
Reflective, pro-active and committed to collaborative working and ongoing professional development. Strong interpersonal skills. Approachable, empathetic and an active listener , able to reflect upon the needs of all our stakeholders.	✓	

Ability to work under pressure, manage time appropriately, make well-informed decisions and prioritise effectively. Efficient and well-organised with the flexibility, initiative and drive to maintain a positive attitude in the face of a challenging and demanding job.	✓	
Ability to manage the wellbeing of others and self in a high performing environment.	✓	
The ability to play and interact with any of our children , inside or outside, in any weather.	✓	
Have a caring and respectful attitude towards our young children which values each child's potential and individuality.	✓	
The capacity for joy, a sense of fun and humour!	✓	
A positive and resilient individual with drive, vision and integrity for the community of Rachel McMillan Nursery School. The ability to clearly communicate the strategic vision for our school and actively demonstrate the ethos and values of the school in everyday practice	✓	
Application Form and Supporting Statement: (No CV applications will be accepted)		
The full contact details of two referees must be given. One must be your current employer.	✓	



Letter from the Current Headteacher

Dear Prospective Headteacher,

I have had the privilege of working at Rachel McMillan Nursery School for just over 20 years, moving from a class teacher to Deputy Head and then for the last eight years as Headteacher.

It is an exceptional place in which to have worked. This is partly because of the significant history of the school but also due to the wonderful staff team who bring such commitment, knowledge, experience and love to the valuable work that they do. It has been an honour to be a part of this team. The Governing Body work hard for the school, are encouraging, reflective, appropriately challenging and very dedicated to the work that we do. My trust in their support has never wavered, even when having to make some of the most difficult decisions school leaders have to make.

We are set within a lovely and dedicated local community. The families in our community are a supportive, loyal, diverse, interesting and generous group of people. We never take their endorsement or our reputation in the community lightly.

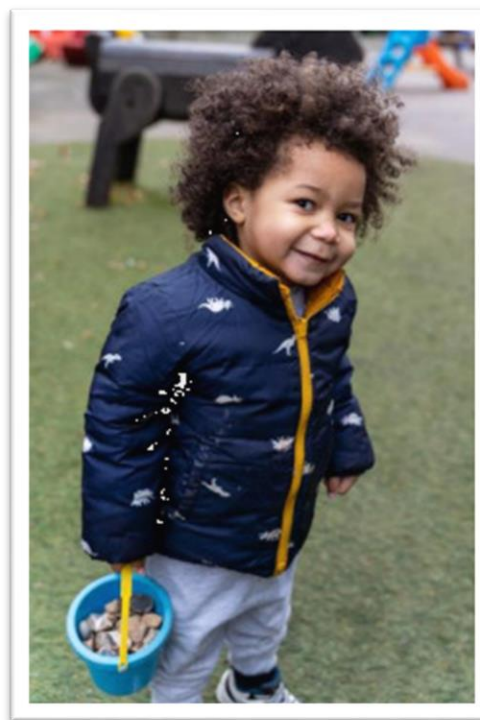
Last but by nowhere near least and of greatest importance - our children are amazing! They are individual, unique, characterful, determined, and thoughtful and they love to play! They are really interesting and enjoyable people to work with.

I have loved my time being a part of the Rachel McMillan community. It has been an honour and despite the hard work, a privilege and a joy. I will miss it very much but I am also looking forward to my retirement!

I very much hope that the person who has the honour of being the next Headteacher will love the role and the school just as much as I have.

Good luck with your application.

Rachel Hogarth-Smith
Headteacher



The Application Process

School: Rachel McMillan Nursery School

Chair of Governors: Jonathan Sanders

Website: www.rachelmcmillannursery.co.uk

School Group Size: Group 1

Salary Range: L10 to L17 (£74,479 to £86,566)

Start Date: Summer Term 2026

Contact: Michelle Campbell, School Business Manager, sbm@rachelmcmillan.greenwich.sch.uk

Please see the key application process dates below.

1. **Closing Date - 12:00 p.m. on Monday 3 November 2025.**

No applications after this time will be considered. The completed application form should be returned by email to Michelle Campbell, School Business Manager, sbm@rachelmcmillan.greeniwch.sch.uk

2. Please ensure that the application form addresses ALL aspects of the person specification.
3. No CV applications will be accepted. Only applications on the Royal Borough of Greenwich application form will be accepted. The link for this is included on the online job advert.
4. The shortlisting meeting has been provisionally scheduled for Friday 7 November 2025. All candidates will receive communication of the outcome of this process via email.
5. Further information and details of the recruitment programme will be sent out immediately following the shortlisting meeting.
6. Successful candidates will be invited to Rachel McMillan Nursery School on
 - i. Wednesday 19 November 2025 - Task Day.
 - ii. Thursday 20 November 2025 - Interview Day.
7. Candidates must be available for both dates.
8. **You are strongly encouraged to make a visit to see our school prior to applying.**

