

## Appendix 3

### Argyll and Bute Council: Equality and Socio-Economic Impact Assessment

#### Section 1: About the proposal

<b>Title of Proposal</b>
School Leadership Transformation in Argyll and Bute

<b>Intended outcome of proposal</b>
Argyll and Bute Council have proposed transformative changes to school leadership in the authority to address the challenges education faces with both local and national changes and most importantly the challenges of delivering excellent learning and teaching, empowered leaders and learners and best value across our learning estate regardless of place or context.  No school closures are recommended as part of this proposal. Schools will keep their unique identities with only the leadership model changing.

<b>Description of proposal</b>
The proposal is based around collective leadership, grouping schools into small collectives, each with a shared collective leadership team.

<b>Business Outcome(s) / Corporate Outcome(s) to which the proposal contributes</b>
BO108 All Our Children And Young People Are Supported To Realise Their Potential.

<b>Lead officer details:</b>	
Name of lead officer	Morag Brown
Job title	Business Improvement Manager
Department	Education
<b>Appropriate officer details:</b>	
Name of appropriate officer	Douglas Hendry
Job title	Executive Director
Department	Education
Sign off of EqSEIA	
Date of sign off	18.07.2022

<b>Who will deliver the proposal?</b>
Argyll and Bute Education Service

## Section 2: Evidence used in the course of carrying out EqSEIA

### Consultation / engagement

The proposal and collective leadership model was developed by Education professionals across the authority and has been under public and professional consultation for 11 months, to present the benefits and rationale for the school leadership transformation and capture concerns and feedback.

### Data

[Link to Stand report and raw data](#)

### Other information

In June 2021 the Education Service presented a report to the Council’s Community Services Committee detailing the Education change programme to deliver a sustainable Education service in this rural area. Following a motion at the Committee, members requested that the Education Service progress with a programme of engagement with our communities, our staff and their representative bodies and the wider group of stakeholders in relation to the principles of the school leadership model. And that the Executive Director – Education report back to a future meeting of the Committee on the outcomes from the engagement action, before progressing these elements of the Education Change Programme.

This EqSEIA should be read in conjunction with the full suite of papers, including the separately prepared Island Community Impact Assessment, on School Leadership Transformation presented to Community Services Committee on 25<sup>th</sup> August 2022.

### Gaps in evidence

The consultation was on the principles of the school leadership model. The detail including the make-up of collectives will be determined should elected members agree to progress with the development of the model at Community Services Committee.

## Section 3: Impact of proposal

### Impact on service users (pupils):

	Negative	No impact	Positive	Don't know
<b>Protected characteristics:</b>				
Age		X		
Disability		X		
Ethnicity		X		
Sex		X		
Gender reassignment		X		
Marriage and Civil Partnership		X		
Pregnancy and Maternity		X		
Religion		X		
Sexual Orientation		X		

	Negative	No impact	Positive	Don't know
<b>Fairer Scotland Duty:</b>				
Mainland rural population			X	
Island populations			X	
Low income			X	
Low wealth			X	
Material deprivation			X	
Area deprivation			X	
Socio-economic background			X	
Communities of place			X	
Communities of interest			X	

**Impact on service deliverers (including employees, volunteers etc):**

	Negative	No impact	Positive	Don't know
<b>Protected characteristics:</b>				
Age		X		
Disability		X		
Ethnicity		X		
Sex		X		
Gender reassignment		X		
Marriage and Civil Partnership		X		
Pregnancy and Maternity		X		
Religion		X		
Sexual Orientation		X		
<b>Fairer Scotland Duty:</b>				
Mainland rural population			X	
Island populations			X	
Low income			X	
Low wealth			X	
Material deprivation			X	
Area deprivation			X	
Socio-economic background			X	
Communities of place			X	
Communities of interest			X	

**If any 'don't know's have been identified, at what point will impacts on these groups become identifiable?**

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**How has 'due regard' been given to any negative impacts that have been identified?**

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#### Section 4: Interdependencies

<b>Is this proposal likely to have any knock-on effects for any other activities carried out by or on behalf of the council?</b>	No
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<b>Details of knock-on effects identified</b>

#### Section 5: Monitoring and review

<b>How will you monitor and evaluate the equality impacts of your proposal?</b>
The EqSEIA will be updated if elected members agree to progress the development of the model. Engagement will be ongoing with Trade Unions and professional bodies, staff and pupils.