

## **EDU 09 – Early Years Teachers**

**Reduction of allocated teacher time to smaller ELC's will impact service delivery minimally and result in a saving amount of 108 000**

The Education service currently allocates teacher time to every ELC including partner providers. Since the introduction of 1140 hrs the EY workforce increasingly includes graduate practitioners and highly skilled practitioners.

As a result, the service can offer up the equivalent of 1.66 FTE Teacher Posts from our smallest settings where the adult child ratio is already very good.

Outcome 3 - Education, skills and training maximises opportunities for all  
Outcome 4 - In Argyll and Bute children and young people have the best possible star **This proposal aligns with national and local strategy around the growing professionalism of the ELC workforce.**

### **Lead and Appropriate Officers**

|                     |                  |                          |                           |                  |
|---------------------|------------------|--------------------------|---------------------------|------------------|
| <b>Tina Sartain</b> | <b>Job Title</b> | <b>Education Manager</b> | <b>Community Services</b> | <b>Education</b> |
|---------------------|------------------|--------------------------|---------------------------|------------------|

### **Who will deliver the proposal**

|                      |             |
|----------------------|-------------|
| <b>Signed Off By</b> | <b>Date</b> |
|----------------------|-------------|

## Evidence

**Data – The removal of teachers from ELC delivery has become prevalent across Scotland as a result of the increased number of degree qualified ELC staff working within the early years sector.**

**Within Argyll and Bute, allocation of teacher time is based upon ELC cohort size and within our very smallest settings, the time allocated is minimal. As a result, to remove this allocation would affect service delivery only minimally, if at all and all ELC settings are supported by teaching staff located within the central Early Years team. As such, effective teacher involvement would still be available.**

**Other information –**

**Consultation –**

**Consultation with relevant stakeholders within the sector is ongoing.**

**Gaps in Evidence – Are there any gaps in evidence?**

## Knock on Effects

**Knock-n effect – will your proposal have knock-on effects?**

Yes/No/Don't know

**Knock on Effects Details**

## Monitoring

**How will you monitor the impacts of your proposal as it progresses?**

## Fairer Scotland Duty

### Impact on service users

| Mainland Rural Population | Island Population         | Low Income           | Low Wealth              | Material Deprivation |
|---------------------------|---------------------------|----------------------|-------------------------|----------------------|
| Negative                  | Negative                  | Negative             | Negative                | Negative             |
| No impact                 | No impact                 | No impact X          | No impact X             | No impact            |
| Positive                  | Positive                  | Positive             | Positive                | Positive             |
| Don't know X              | Don't know X              | Don't know           | Don't know              | Don't know X         |
| Area Deprivation          | Socio-Economic Background | Communities of Place | Communities of Interest |                      |
| Negative                  | Negative                  | Negative             | Negative                |                      |
| No impact                 | No impact                 | No impact            | No impact               |                      |
| Positive                  | Positive                  | Positive             | Positive                |                      |
| Don't know X              | Don't know X              | Don't know X         | Don't know X            |                      |

### Impacts on service users details

#### Don't knows identified

### Impact on service deliverers

| Mainland Rural Population | Island Population         | Low Income           | Low Wealth              | Material Deprivation |
|---------------------------|---------------------------|----------------------|-------------------------|----------------------|
| Negative X                | Negative X                | Negative             | Negative                | Negative             |
| No impact                 | No impact                 | No impact X          | No impact X             | No impact X          |
| Positive                  | Positive                  | Positive             | Positive                | Positive             |
| Don't know                | Don't know                | Don't know           | Don't know              | Don't know           |
| Area Deprivation          | Socio-Economic Background | Communities of Place | Communities of Interest |                      |
| Negative                  | Negative                  | Negative             | Negative                | Negative             |
| No impact X               | No impact X               | No impact X          | No impact X             | No impact            |
| Positive                  | Positive                  | Positive             | Positive                | Positive             |
| Don't know                | Don't know                | Don't know           | Don't know              | Don't know           |

### Impacts on service deliverers details

**The proposal will reduce staffing allocation to a small number of schools, reducing contact time with children in ELC**

**Due regard**

**No Impact Justification** (To be completed if the screening has shown you do not have to complete this impact assessment)

## Consumer Duty

**Does your proposal affect individuals, businesses or both?**

**On the basis of your assessment, what are the likely impacts of your proposal?**

| <b>Choice</b>      | <b>Fairness</b> | <b>Redress</b>        | <b>Safety</b> |
|--------------------|-----------------|-----------------------|---------------|
| Negative           | Negative        | Negative              | Negative      |
| No impact X        | No impact       | No impact X           | No impact X   |
| Positive           | Positive        | Positive              | Positive      |
| Don't know         | Don't know X    | Don't know            | Don't know    |
| <b>Information</b> | <b>Access</b>   | <b>Representation</b> |               |
| Negative           | Negative X      | Negative              |               |
| No impact X        | No impact       | No impact X           |               |
| Positive           | Positive        | Positive              |               |
| Don't know         | Don't know      | Don't know            |               |

**Describe the positive impacts you have identified**

n/a

**Describe the negative impacts you have identified**

**Potentially children attending smaller, rural settings will have less access to a qualified teacher and thus early learning gains could be affected.**

**What alternatives have you considered which can improve outcomes for customers and/or reduce harm?**

**Any negative impacts could be mitigated by access to qualified teachers from the central early years team.**

**How have you reduced harm to consumers through the development of your proposal?**

**The proposal affects very small numbers of service users.**

**If you have not been able to reduce harm to your consumers, why not?**

**n/a**

**No Impact Justification** (To be completed if the screening has shown you do not have to complete this impact assessment)

## Children's Rights and Wellbeing

### Direct and indirect impacts on children and young people

**Are there any aspects to your proposal which directly impact on children?**

Yes

**Are there any aspects to your proposal which indirectly impact on children?**

Yes

**Describe which groups of children and young people are affected by your proposal.**

**Some children attending our smallest ELC provisions**

**How are these groups you have identified affected by your proposal.**

## Children's rights

| <b>Article 2: (non-discrimination)</b>             | <b>Article 3: (best interest of the child)</b>          |
|--|---|
| Negative   | Negative X  |
| No impact  | No impact   |
| Positive   | Positive  |
| Don't know X                                       | Don't know  |
| <b>Article 6: (life, survival and development)</b> | <b>Article 12: (respect for the views of the child)</b> |
| Negative X   | Negative  |
| No impact  | No impact X   |
| Positive   | Positive  |
| Don't know   | Don't know  |

**Have you identified any other articles as being relevant to your proposal?**

No

**What articles are relevant to your proposal? (n/a)**

**If you have identified any positive impacts, describe what these are?**

n/a

**If you have identified any negative impacts, describe what these are?**

**Potential that small numbers of children will not progress as well, developmentally/cognitively, without access to a teacher**

**What options have you considered to reduce negative impacts?**

**Ensure access from ventral team is facilitated if necessary and based upon qualification and capacity of ELC staff**

**If you cannot implement measures to mitigate impact why not?**

N/A

**If you have identified relevant articles for which you don't know what the likely impact will be, how will you monitor impact as your proposal progresses?**

### **Children's wellbeing**

**For each wellbeing indicator, review whether your proposal will result in an improvement to children's wellbeing or not. (More information about the indicators is given in the guidance.)**

| <b>Safe</b>   | <b>Healthy</b>   | <b>Achieving</b>   | <b>Nurtured</b> |
|---------------|------------------|--------------------|-----------------|
| Negative      | Negative         | Negative           | Negative        |
| No impact X   | No impact X      | No impact          | No impact X     |
| Positive      | Positive         | Positive           | Positive        |
| Don't know    | Don't know       | Don't know X       | Don't know      |
| <b>Active</b> | <b>Respected</b> | <b>Responsible</b> | <b>Included</b> |
| Negative      | Negative         | Negative           | Negative        |
| No impact X   | No impact X      | No impact X        | No impact X     |
| Positive      | Positive         | Positive           | Positive        |

|            |            |            |            |
|------------|------------|------------|------------|
| Don't know | Don't know | Don't know | Don't know |
|------------|------------|------------|------------|

**For the indicators where you believe your proposal will result in reduced children's wellbeing, explain what these reductions will be.**

**For the indicators where you believe your proposal will result in improved children's wellbeing, explain what these improvements will be.**

**If you have identified any indicators as being relevant to your proposal, but you do not know what the impacts will be, explain how you will monitor impact as your proposal progresses.**

**It is anticipated that this proposal will have minimal impact upon children achieving and this will be monitored through our central team quality assurance processes.**

**No Impact Justification** (To be completed if the screening has shown you do not have to complete this impact assessment)

## Island Communities

**How many islands does your proposal affect?**

One  
Some  
All

**Which islands are affected by your proposal?**

Gigha and Colonsay

**Does your proposal impact on island communities...?**

| Demography  | Economy     | Society     |
|-------------|-------------|-------------|
| Negative    | Negative    | Negative    |
| No impact X | No impact X | No impact X |
| Positive    | Positive    | Positive    |
| Don't know  | Don't know  | Don't know  |

**Describe any positive impacts you have identified.** n/a

**Describe any negative impacts you have identified.** n/a

**If you do not know what the impacts will be, you should reflect this in your monitoring arrangements for the proposal.**

**Impacts will be monitored via quality assurance processes**

**Describe how your proposal affects the islands communities you have identified differently from other communities including other islands communities and mainland areas.**

**Due to the small number of pupils and higher child to adult ratios, these 2 islands ELC will have no access to a teacher built in to staffing ratios. The ratios are so small that the children benefit from more adult time by virtue of the small numbers.**

**How will you ensure your proposal delivers equivalent levels of service to the islands communities you have identified compared to other areas, including mainland areas? (In your answer you should include descriptions of:**

- alternatives you have considered to improve or mitigate the impacts identified,
- how you have reduced negative impacts on islands communities, and
- how your mitigations will vary between communities, if relevant).

**The proposal Affects settings where the adult:child ratios are already very generous so it is not anticipated that any mitigations will be required. This will be monitored via quality assurance processes.**

**If you have not been able to mitigate impacts, why not?**

**No Impact Justification** (To be completed if the screening has shown you do not have to complete this impact assessment)

## Equality impact

### Equality impact on service users

| Disability                     | Race        | Marriage and civil partnership | Religion or belief         | Sex         |
|--------------------------------|-------------|--------------------------------|----------------------------|-------------|
| Negative                       | Negative    | Negative                       | Negative                   | Negative    |
| No impact X                    | No impact X | No impact X                    | No impact X                | No impact X |
| Positive                       | Positive    | Positive                       | Positive                   | Positive    |
| Don't know                     | Don't know  | Don't know                     | Don't know                 | Don't know  |
| <b>Pregnancy and maternity</b> | <b>Age</b>  | <b>Sexual orientation</b>      | <b>Gender reassignment</b> |             |
| Negative                       | Negative    | Negative                       | Negative                   |             |
| No impact X                    | No impact X | No impact X                    | No impact X                |             |
| Positive                       | Positive    | Positive                       | Positive                   |             |
| Don't know                     | Don't know  | Don't know                     | Don't know                 |             |

**Impact identified**

**Don't knows identified**

### Equality impact on service deliverers

| Disability                     | Race        | Marriage and civil partnership | Religion or belief         | Sex         |
|--------------------------------|-------------|--------------------------------|----------------------------|-------------|
| Negative                       | Negative    | Negative                       | Negative                   | Negative    |
| No impact X                    | No impact X | No impact X                    | No impact X                | No impact X |
| Positive                       | Positive    | Positive                       | Positive                   | Positive    |
| Don't know                     | Don't know  | Don't know                     | Don't know                 | Don't know  |
| <b>Pregnancy and maternity</b> | <b>Age</b>  | <b>Sexual orientation</b>      | <b>Gender reassignment</b> |             |
| Negative                       | Negative    | Negative                       | Negative                   |             |
| No impact X                    | No impact X | No impact X                    | No impact X                |             |
| Positive                       | Positive    | Positive                       | Positive                   |             |
| Don't know                     | Don't know  | Don't know                     | Don't know                 |             |

**Impact on service deliverers**

**Don't knows identified**

**Due regard**

**No Impact Justification** (To be completed if the screening has shown you do not have to complete this impact assessment)

Classification: OFFICIAL