

## EDU 13 – Early Years Teachers

**Reconfiguration of the remaining Early Years Teacher time allocated to schools. All allocations are a half day or less.**

**The Scottish Government set out a commitment to create capacity ‘to reduce contact time by an hour and a half a week which they can use to prepare for lessons, raise standards and undertake professional development,’ within the 2021 Programme for Government.**

**Currently, teachers (other than short term supply teachers) have a 35-hour working week. Within this, a maximum of 22.5 hours is currently devoted to class contact. The remaining non class contact time hours are currently split into 7.5 hours per week for preparation and correction time and 5 hours for ‘collegiate’ time. The reduction planned is a further 90 minutes pro rata for each teacher.**

**This will be a challenging commitment to meet in Argyll and Bute, particularly in our more remote and rural schools. Exchanging the Early Years teacher time to core teacher time when Increased Reduced Class Contact Time is introduced will reduce this challenge and also offer efficiencies towards the additional teacher costs of £342k.**

**Alternatively this could be taken as a saving though the risk is failing to meet our teacher number commitment and receiving an unknown financial penalty**

**As stated in EDU-09 (26-27) Since the development of 1140 hrs the EY workforce increasingly includes graduate practitioners and highly skilled practitioners and the removal of this level of teacher time to reuse for Reduced Class Contact Time would have little if any impact.**

**This proposal would be the equivalent of 5.12fte teacher time across the remainder of ELC settings with teacher time.**

**Saving**

**£342 000**

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

Lead and Appropriate Officers

Tina Sartain	Job Title Education Manager	Community Services Education
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Who will deliver the proposal

Signed Off By	Date
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## 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 in ELC is based upon cohort size and varies between settings but is no more than 0.1 FTE. To remove this allocation and repurpose to core teaching time would support us to meet impending reduced class contact time policy changes by Scottish Government. It is intended that this 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?**

n/a

## Knock on Effects

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

No

**Knock on Effects Details**

## Monitoring

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

**Impact upon ELC delivery will be monitored by quality assurance processes and % children achieving developmental milestones.**

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 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
Area Deprivation	Socio-Economic Background	Communities of Place	Communities of Interest	
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	

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	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
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 increase teachers class non contact time, supporting us to meet Scottish Government policy changes. Impact upon ELC delivery is expected to be minimal and will be monitored by quality assurance processes and % children achieving developmental milestones.**

**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?

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 X	No impact X	No impact X
Positive	Positive	Positive	Positive
Don't know	Don't know	Don't know	Don't know
<b>Information</b>	<b>Access</b>	<b>Representation</b>	
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 the positive impacts you have identified

n/a

Describe the negative impacts you have identified

n/a

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 impact upon ELC delivery is expected to be minimal and will be monitored by quality assurance processes and % children achieving developmental milestones.**

**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.

All children within school and ELC’s

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

Teachers will have more non class contact time to prepare and plan for learning and teaching. ELC children will have less access to a teacher however, the changes to the ELC workforce since 1140 mean that ELC workforce is growing in terms of higher qualification levels and expertise.

Children’s rights

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

What options have you considered to reduce negative impacts?

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?

Impact upon ELC delivery will be monitored by quality assurance processes and % children achieving developmental milestones.

Impact upon school age children of increase teacher non class contact time us unknown as this policy is not yet implemented nationally

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.)

Safe	Healthy	Achieving	Nurtured
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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 in ELC and this will be monitored through our central team quality assurance processes. As previously stated, in relation to school age children, impact is not yet known.

**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?  
All islands would be affected if this proposal to reconfigure ELC teacher allocation in all schools were agreed

Does your proposal impact on island communities...?

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

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 in both schools and ELC's. Impact upon ELC delivery specifically will be monitored by quality assurance processes and % children achieving developmental milestones.

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

n/a

**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 would affect all schools and ELC's and is not specific to island communities.**

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

**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

<b>Disability</b>	<b>Race</b>	<b>Marriage and civil partnership</b>	<b>Religion or belief</b>	<b>Sex</b>
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

<b>Disability</b>	<b>Race</b>	<b>Marriage and civil partnership</b>	<b>Religion or belief</b>	<b>Sex</b>
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)

