



Equality Impact/Fairer Scotland Duty Assessment Form

Name of Proposal Savings derived from funding provided for additional school staff by Scottish Government as part of the base budget from April 2022

Step 2

Is this only a **screening** Equality Impact Assessment No

(B) If you have answered No to the above, please indicate the following:

Is this a full Equality Impact Assessment Yes

Is this a Fairer Scotland Duty Assessment No

If you have answered Yes to either or both of the above, continue with Step 3.

If your proposal is a **strategy** please ensure you complete Step 13 which is the Fairer Scotland Duty Assessment.

Step 3

(i)Lead Directorate/Service: Education & Lifelong Learning

(ii)Are there any **relevant** statutory requirements affecting this proposal? If so, please describe.

This funding has been provided by Scottish Government for the purpose of additional teaching and support staff to support educational recovery

(iii)What is the aim of the proposal? Please give full details.

To utilise the Scottish Government funding as saving rather than employing additional permanent teaching staff to aid educational recovery.

(iv)Is it a new proposal? Yes Please indicate OR

Is it a review of e.g. an existing budget saving, report, strategy, policy, service review, procedure or function? No Please indicate

Step 4: Which people does your proposal involve or have consequences for?

Please indicate all which apply:

Employees Yes

Job Applicants Yes

Service users Yes

Members of the public No

Step 5: List the evidence/data/research that has been used in this assessment (links to data sources, information etc which you may find useful are in the Guidance).

Service data on workforce, capacities, demand and budget

Step 6: Evidence Gaps.

Are there any gaps in the equality information you currently hold? No

Step 7: Are there potential differential impacts on protected characteristic groups?

Please complete for each group, including details of the potential impact on those affected. Please remember to take into account any particular impact resulting from **Covid-19**.

Please state if there is a potentially positive, negative, neutral or unknown impact for each group. Please state the reason(s) why.

Age **Impact – negative**

Any reduction in teacher numbers may impact the capacity of schools to further their improvement agenda. A reduction in teacher numbers may result in a reduction in the variety of courses being offered to young people, especially in the senior phase. In addition it would limit the ability to offer targeted support to groups of children and young people to support them to recover lost learning.

With regards recruitment and workforce development utilising this funding as a saving will directly impact on the Council's need to recruit newly qualified staff.

Disability **Impact – neutral**

Gender reassignment **Impact - neutral**

Marriage and Civil Partnership **Impact - neutral**

Pregnancy/Maternity **Impact - neutral**

Race - (includes Gypsy Travellers) **Impact – neutral**

Religion or Belief **Impact - neutral**

Sex **Impact - neutral**

Sexual orientation **Impact - neutral**

Step 8: Consultation with any of the groups potentially affected

If you have consulted with any group potentially affected, please give details of how this was done and what the results were.

N/A

Step 9: What mitigating steps will be taken to remove or reduce potentially negative impacts?

Head Teachers will deliver a curriculum based on the staffing budget available to them. not receiving the funding for additional staff will impact the curricular offer and the level of support provided to children and young people

Step 10: If a potentially negative impact has been identified, please state below the justification.

Angus Council ELL current meets the required teacher:pupil ratio

Step 11: In what way does this proposal contribute to any or all of the public sector equality duty to: eliminate unlawful discrimination; advance equality of opportunity; and foster good relations between people of different protected characteristics?

N/A

Step 12: Is there any action which could be taken to advance equalities in relation to this proposal?

N/A

Step 14: What arrangements will be put in place to monitor and review the Equality Impact/Fairer Scotland Duty Assessment?

N/A

Step 15: Where will this Equality Impact/Fairer Scotland Duty Assessment be published?

On the Council website with the committee report.

Step 16: Sign off and Authorisation. Please state name, post, and date for each:

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Approved by: Kelly McIntosh, Director of Education & Lifelong Learning 28/1/22