



Equality Impact/Fairer Scotland Duty Assessment Form

Step 1

Name of Proposal

Final element of Change Programme savings in relation to teaching staff.

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 and Lifelong Learning Directorate

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

Education (Scotland) Act 1980 as amended

Education (Additional Support for Learning) (Scotland) Act 2004 as amended

Children and Young People Act 2014

Education (Scotland) Act 2016

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

To deliver the final element of the previously agreed savings from teacher budgets, as set out in the Change Programme. Details in Report 69/18. No specific posts are impacted – we deal with this through adjustment to staffing allocations, with no redundancies.

(iv) Is it a new proposal? No

Is it a review of e.g. an existing budget saving, report, strategy, policy, service review, procedure or function? Review of an existing report – 69/18.

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

Please indicate all which apply:

Employees	Yes
Job Applicants	Yes
Service users	No
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). This could include:

Internal data (e.g. customer satisfaction surveys; equality monitoring data; customer complaints).

Angus Council Secondary staffing formula
Angus Council Primary staffing standard
Pupil and staff census data
Projected school rolls
Historical analysis of budget allocation and spend.

Internal consultation (e.g. with staff, trade unions and any other services affected).

Head teachers
HR Service
Trade Union representatives

External data (e.g. Census, equality reports, equality evidence finder, performance reports, research, available statistics)

SNCT staffing standard

External consultation (e.g. partner organisations, national organisations, community groups, other councils.

Other local authorities for benchmarking

Other (general information as appropriate).

Step 6: Evidence Gaps.

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

If yes, please state what they are, and what measures you will take to obtain the evidence you need.

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 – neutral

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

N/A

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

N/A

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

N/A

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 13: FAIRER SCOTLAND DUTY

This step is only applicable to **strategies** which are key, high level decisions. If your proposal is **not** a strategy, please leave this Step blank, and go to Step 14.

Links to data sources, information etc which you may find useful are in the Guidance.

Step 13(A) What evidence do you have about any socio-economic disadvantage/inequalities of outcome in relation to this strategic issue?

Step 13(B) Please state if there are any gaps in socio-economic evidence for this strategy and how you will take measures to gather the evidence you need.

Step 13(C) Are there any potential impacts this strategy may have specifically on the undernoted groupings? 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 grouping.

Low and/or No Wealth (e.g. those with enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future.

Impact

Material Deprivation (i.e. those unable to access basic goods and services e.g. repair/replace broken electrical goods, warm home, leisure and hobbies).

Impact

Area Deprivation (i.e. where people live (e.g. rural areas), or where they work (e.g. accessibility of transport)).

Impact

Socio-economic Background i.e. social class including parents' education, people's employment and income.

Impact

Other – please indicate

Step 13(D) Please state below if there are measures which could be taken to reduce socio-economic disadvantage/inequalities of outcome.

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

This EIA will be reviewed in the event of any future review of staffing standards in Angus.

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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