

Section 4 Integrated Impact Assessment

Summary Report Template

Each of the numbered sections below must be completed

Interim report		Final report	√	(Tick as appropriate)
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1. Title of plan, policy or strategy being assessed

Reducing the number of teachers allocated to local authority early years settings

2. What will change as a result of this proposal?

The number of teachers employed full and part time within local authority early years settings will reduce. A peripatetic teaching team will be created to provide support to settings.

3. Briefly describe public involvement in this proposal to date and planned

Engagement with the public affected by this proposal (parents/carers) will be undertaken if the proposal is accepted by Councillors.

4. Date of IIA

17/1/20

5. Who was present at the IIA? Identify facilitator, Lead Officer, report writer and any partnership representative present and main stakeholder (e.g. NHS, Council)

Name	Job Title	Date of IIA training	Email
Andy Gray	Head of Service	23.01.18	Andy.gray@edinburgh.gov.uk
Lynn Paterson	Senior Education Manager, Early years		Lynn.paterson@edinburgh.gov.uk
Donna Murray	Senior Education		Donna.murray@edinburgh.gov.uk

Georgina Cronin	Officer Operational Support Officer		Georgina.cronin@edinburgh.gov.uk
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6. Evidence available at the time of the IIA

Evidence	Available?	Comments: what does the evidence tell you?						
Data on populations in need	Yes	Approximately 10,000 children aged 3-4 years old attend a funded early learning and childcare setting in Edinburgh.						
Data on service uptake/access	Yes	<p>An average of 35% attend private and voluntary sector settings and the remaining 65% attend local authority settings.</p> <p>Edinburgh has a total of 96 local authority early years settings. Teachers are allocated across the estate as follows</p> <table data-bbox="683 1093 1520 1272"> <tr> <td>Primary Schools</td> <td>68.50 FTE teachers</td> </tr> <tr> <td>Nursery Schools / EY Campuses</td> <td>12.50 FTE teachers</td> </tr> <tr> <td>Early Years Centres</td> <td>5.00 FTE teachers</td> </tr> </table>	Primary Schools	68.50 FTE teachers	Nursery Schools / EY Campuses	12.50 FTE teachers	Early Years Centres	5.00 FTE teachers
Primary Schools	68.50 FTE teachers							
Nursery Schools / EY Campuses	12.50 FTE teachers							
Early Years Centres	5.00 FTE teachers							
Data on equality outcomes	Yes	<p>Growing Up In Scotland research findings - <i>In terms of the characteristics of pre-school education that have an impact on child development outcomes between the ages of 3 and 5 – of the various characteristics considered – type of provision, quality of provision, weekly duration of attendance, the size of the pre-school setting and having attended a nursery or playgroup setting prior to starting pre-school – only the grading on the Care Inspectorate’s theme of ‘care and support’ was found to be associated with assessed child outcomes, after controlling for differences in children’s backgrounds.</i>³ https://growingupinScotland.org.uk/about-gus/key-findings/#5</p> <p>To get a picture of how Edinburgh compares to other local authorities in the quality of Care and Support, Environment, Staffing and Management and Leadership themes, it is helpful to use the information published on the Care Inspectorate Data Store Website. https://www.careinspectorate.com/index.php/publications-statistics/93-public/datastore/4991-datastore-as-at-31-march-2019-mdsf-data-31-</p>						

Evidence	Available?	Comments: what does the evidence tell you?
		<p>march-19-csv</p> <p>Consultation with other local authorities through the Early Years ADES network provided information on the allocation of teachers within their nursery classes.</p> <p>Details of this data are provided in Appendix 1 of this report.</p> <p>A summary of the findings is as follows (Note: CI data store does not include the Western Isles).</p> <ul style="list-style-type: none"> • The average grades awarded by the Care Inspectorate for settings registered for children from 3 years old in Scotland is 5 (Very Good) for all quality themes. No Local Authority has an average grade less than 4 (Good). • 8/31 Local Authorities (LAs) have a full time teacher in all nursery classes. Out of these 8 LAs, 5 meet the national average grades, including Edinburgh. 2 are below the national average with grades of 4 (Good) and 1 local authority has one theme with a higher grade than the national average, 6 (Excellent). • 3/31 local authorities have no teacher contact in nursery classes and all meet the national average grades 5 (Very Good). • 20/31 have a peripatetic teacher model where a teacher visits a setting e.g. ½ day per week. 11 meet the national average grades 5 (Very Good) and 9 have grades below the national average with grades of 4 (Good). <p>The above findings would suggest that there is no discernible difference to the quality of early learning and childcare in local authority settings with or without access to a teacher.</p>
Research/literature evidence	Yes	<p>CHANGES IN EARLY LEARNING AND CHILDCARE USE AND OUTCOMES AT AGE 5: COMPARING TWO GROWING UP IN SCOTLAND COHORTS https://www2.gov.scot/Resource/0052/00528287.pdf</p> <p>Care Inspectorate Datastore https://www.careinspectorate.com/index.php/publications-statistics/93-public/datastore/4991-datastore-as-at-31-march-2019-mdsf-data-31-march-19-csv</p>

Evidence	Available?	Comments: what does the evidence tell you?
Public/patient/client experience information	Yes	See data from Growing Up in Scotland findings.
Evidence of inclusive engagement of service users and involvement findings	Yes	See data from Growing Up in Scotland findings.
Evidence of unmet need	N/A	
Good practice guidelines	Yes	<p>Health and Social Care Standards http://www.newcarestandards.scot/</p> <p>How Good is our Early Learning and Childcare https://education.gov.scot/improvement/documents/</p> <p>Building the Ambition https://www2.gov.scot/Resource/0045/00458455.pdf</p>
Environmental data	N/A	
Risk from cumulative impacts	YES	<p>The settings involved in this change will also be taking forward the early years expansion.</p> <p>The early years team will have a key role in supporting staff through the change process to ensure children and families continue to receive high quality early learning and childcare.</p>
Other (please specify)	N/A	
Additional	N/A	

Evidence	Available?	Comments: what does the evidence tell you?
evidence required		

7. In summary, what impacts were identified and which groups will they affect?

Equality, Health and Wellbeing and Human Rights	Affected populations
<p>Positive</p> <p>Teachers are degree qualified staff working within Edinburgh’s Early Years settings. In addition to this there are at least 68 staff who currently hold a BA degree in Childhood Practice with a further 42 working towards this qualification. Edinburgh’s Early Learning and Childcare Academy (EELCA) funds staff to gain additional qualifications in recognition of the positive impact this has on meeting commitment to developing a highly qualified, skilled and effective workforce, committed to lifelong learning and ensuring the very best outcomes for our children and families. A key role for staff who hold a BA Degree in Childhood Practice is to lead and support pedagogy in a setting, upskilling fellow practitioners.</p> <p>The Scottish Government has recognised the value of the BA Degree in Childhood Practice qualification and requires this or a teaching qualification for posts funded through their Additional Graduate Programme.</p> <p>There is a clear career structure within our Early Years Service to support continuous learning. Currently Nursery classes registered for more than 40 children at any one time have been allocated an Early Years Officer(EYO). This proposal would ensure an EYO post is available within all early years settings. The EYO post has responsibility for</p> <ul style="list-style-type: none"> – Delivery of the pre-school and birth to three curriculum; – Promotion of welfare and wellbeing of children, including child protection – Supporting parents in a range of ways such as running parenting groups and advising parents how to care for their children; – Liaison with other staff and organisations to ensure that individual children are kept safe and input to the 	<p>Children and Young People</p>

<p>development of appropriate care packages;</p> <ul style="list-style-type: none"> – Services to support children and their families delivered in partnership with schools, health staff and community education. <p>Appendix 2 provides full details of the EYO role and responsibilities.</p> <p>By August 2020 all children entitled to early learning and childcare will attend an early years setting for 1140 hours per year. This is equal to 30 hours per week term time. We aim to increase the number of local authority settings open all year round with extended opening hours of 8am to 6pm. Teacher contracts are term time only and they have a class/pupil contact time of 22.5 hours per week. This means that the children continue to learn in their setting with the expertise of other early years staff.</p> <p>Negative</p> <p>A public perception that reducing teachers in early years would be seen as a reduction in quality.</p>	
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<p>Environment and Sustainability</p> <p>Positive</p> <p>N/A</p> <p>Negative</p> <p>N/A</p>	<p>Affected populations</p>
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<p>Economic</p> <p>Positive</p> <p>Existing teachers in early years settings could be redeployed within the primary sector.</p>	<p>Affected populations</p> <p>Children and Young People</p>
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Negative	
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N/A

8. Is any part of this policy/ service to be carried out wholly or partly by contractors and how will equality, human rights including children’s rights , environmental and sustainability issues be addressed?

N/A

9. Consider how you will communicate information about this policy/ service change to children and young people and those affected by sensory impairment, speech impairment, low level literacy or numeracy, learning difficulties or English as a second language? Please provide a summary of the communications plan.

A range of communication tools will be used to reach out to people (staff and parents) regardless of their age, disability or language etc. Direct communication will be undertaken with head teachers in the form of meetings, letters and email.

10. Does the policy concern agriculture, forestry, fisheries, energy, industry, transport, waste management, water management, telecommunications, tourism, town and country planning or land use? If yes, an SEA should be completed, and the impacts identified in the IIA should be included in this.

N/A

11. Additional Information and Evidence Required

If further evidence is required, please note how it will be gathered. If appropriate, mark this report as interim and submit updated final report once further evidence has been gathered.

No further evidence is required.

12. Recommendations (these should be drawn from 6 – 11 above)

Further discussion should take place with staff in early years settings and primary schools regarding the evidence gathered within this IIA

13. Specific to this IIA only, what actions have been, or will be, undertaken and by when? Please complete:

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and contact details)	Deadline for progressing	Review date
Monitoring of quality within settings involved in the change will continue. This will include council officer input e.g. QIEO visits and feedback from Care Inspections.	Donna Murray Donna.murray@edinburgh.gov.uk	From start of implementation	Yearly monitoring through annual update provided within Standard & Quality Improvement Plans

14. How will you monitor how this policy, plan or strategy affects different groups, including people with protected characteristics?

The impact of reducing the number of teachers in early years settings will be monitored as outlined in Q12.

15. Sign off by Head of Service/ Project Lead

Name Andy Gray

Date 17.1.20

16. Publication

Send completed IIA for publication on the relevant website for your organisation. [See Section 5](#) for contacts.

Section 5 Contacts

- **East Lothian Council**

Please send a completed copy of the IIA to equalities@eastlothian.gov.uk and it will be published on the Council website shortly afterwards. Copies of previous assessments are available via http://www.eastlothian.gov.uk/info/751/equality_diversity_and_citizenship/835/equality_and_diversity

- **Midlothian Council**

Please send a completed copy of the IIA to zoe.graham@midlothian.gov.uk and it will be published on the Council website shortly afterwards. Copies of previous assessments are available via http://www.midlothian.gov.uk/downloads/751/equality_and_diversity

- **NHS Lothian**

Completed IIAs should be forwarded to impactassessments@nhslothian.scot.nhs.uk to be published on the NHS Lothian website and available for auditing purposes. Copies of previous impact assessments are available on the NHS Lothian website under Equality and Diversity.

- **The City of Edinburgh Council**

Completed impact assessments should be forwarded to Strategyandbusinessplanning@edinburgh.gov.uk to be published on the Council website.

- **City of Edinburgh Health and Social Care**

Completed and signed IIAs should be sent to Sarah Bryson at sarah.bryson@edinburgh.gov.uk

- **Edinburgh Integration Joint Board**

Completed and signed IIAs should be sent to Sarah Bryson at sarah.bryson@edinburgh.gov.uk

- **West Lothian Council**

Complete impact assessments should be forwarded to the Equalities Officer.

Appendix 1

The data below is from the most recent publication March 2019. It provides the grades for every local authority registered setting. The data is the average Care Inspectorate grades for LA settings registered for children aged from 3 years old. We have not included under 3's registered settings as teachers are not required for these. Therefore, we can compare like for like.

Average Grades for each theme inspected Data 31 March 2019 https://www.careinspectorate.com/index.php/publications-statistics/93-public/datastore/4991-datastore-as-at-31-march-2019-mdsf-data-31-march-19-csv						
Local Authority representative responses	Teachers in nursery *peripatetic teacher support	Number of 3-5 only settings in the LA	Care & Support	Environment	Staffing	Management & Leadership
Aberdeen City	Yes	54	4	5	5	4
Aberdeenshire	*	77	4	4	4	4
Angus	*	43	5	5	5	5
Argyll & Bute	*	40	5	5	5	5
City of Edinburgh	Yes	68	5	5	5	5
Clackmanannshire	*	9	5	5	5	5
Dumfries & Galloway	*	31	5	5	5	5
Dundee	Yes	12	5	5	5	5
East Ayrshire	*	18	5	5	5	5
East Dunbartonshire	YES	11	6	5	5	5
East Lothian	*	27	5	5	5	5
East Renfrewshire	Yes	16	5	5	5	5
Falkirk	*	44	5	5	5	5
Fife	Nursery Classes *	130	5	5	5	5

	Family Centres YES					
Glasgow	*	48	5	5	5	5
Highland	*	134	5	4	5	4
Inverclyde	*	12	5	5	4	5
Midlothian	NO	27	5	5	5	5
Moray	Yes	22	4	5	4	4
North Ayrshire	*	30	5	5	5	4
North Lanarkshire	NO	72	5	5	5	5
Orkney	*	6	5	5	5	4
Perth & Kinross	Yes	43	5	5	5	5
Renfrewshire	*	16	5	5	5	5
Scottish Borders	*	36	5	4	5	5
Shetland	*	22	5	5	5	5
South Ayrshire	*	23	5	5	5	5
South Lanarkshire	Yes	51	5	5	5	5
Stirling	*	16	5	5	5	5
West Lothian	NO	50	5	5	5	5
West Dunbartonshire	*	11	4	4	4	4
Western Isles	No	NA	NA	NA	NA	NA
Scotland			5	5	5	5



**City of Edinburgh Council
Job Profile**

DEPARTMENT: Children & Families
SECTION: Schools & Community Services Division, Early Years Sub Division
POST: Early Years Officer
RESPONSIBLE TO: Head Teacher/Manager/Senior Early Years Officer

PURPOSE OF THE JOB:

The early years service delivers direct services to children in a variety of ways: in nursery schools, nursery classes, early years centres and Child and Family Centres.

The Early Years Officer (EYO) will act as key worker to individual children in the provision of the following services:

- Delivery of the pre-school and birth to three curriculum;
- Promotion of welfare and wellbeing of children, including child protection
- Supporting parents in a range of ways such as running parenting groups and advising parents how to care for their children;
- Liaison with other staff and organisations to ensure that individual children are kept safe and input to the development of appropriate care packages;
- Services to support children and their families delivered in partnership with schools, health staff and community education.

The age of children to whom services are delivered will depend on the establishment, but may cover children from 0-8 years old.

The principles of the Getting It Right For Every Child (GIRFEC) programme will underpin the postholder's work eg putting the child at the centre; keeping the child safe; taking the whole child approach; working in partnership with families; co-ordinating help from across services and practitioners.

As an experienced practitioner, the EYO will support and mentor other staff within the team, sharing their knowledge and experience.

MAJOR TASKS /JOB ACTIVITIES:

- Act as a key worker for a designated individual or group of children. In doing so being sensitive to circumstances at home and in the family in partnership with parents/carers in the care/education of their children.

- Review the needs of individual children using agreed criteria to set objectives for each child. Develop appropriate plans as required. (Care/Individual Education Plans/Personal Learning Plans)
- Work as part of a team to plan and manage the workload. Input to the development and implementation of an appropriate curriculum in response to the requirements of the Birth to Three Framework and Curriculum for Excellence.
- Where appropriate provide personal care for babies and children, including toileting, bathing and feeding. Administer medication as required within Departmental policy. Maintain first aid/medical records.
- Develop and maintain strong, collaborative and positive partnership working arrangements with other key professionals and agencies.
- Promote the welfare and wellbeing of children. Understand and follow Child Protection guidelines. Understand the effects of and commitment to inclusion, diversity, social justice and anti-discrimination.
- Where appropriate, attend and contribute to case conferences and other reviews of children for whom the postholder is the keyworker.
- Be responsive to guidance and codes of practice.
- Build effective and sensitive transition programmes/arrangements for children and parents/carers from home into the centre and centre into school.
- Write reports eg transition reports, progress reports for parents and where appropriate reports to case conferences.
- Assist in the management of records using required IT systems.
- Promote confidence and wellbeing in parents/carers and families eg by making referrals to other services such as health care and skills training.
- Engage and involve parents/carers, families and local communities in the life of the service eg by making visits and trips, sharing facilities, open days.
- Where appropriate undertake outreach work in parents'/carers' own homes to advise them on childcare issues. Use observations made in the home visit to adapt care provision accordingly. Where appropriate undertake risk assessments on initial home visits.
- Participate in self evaluation information, improvement planning, including identifying and responding to identified gaps in service provision.
- Work with multidisciplinary teams eg health visitor, occupational therapy etc to plan, structure and evaluate support for individual children.

- Contribute to a learning community including supporting and mentoring other staff in the team, and giving support to students learning in the workplace.

RESPONSIBLE FOR:

Will be required to supervise students undertaking early years studies, as required, also to support voluntary helpers, secondary school pupils on community placements and other students as required. As an experienced practitioner, will support and mentor colleagues in the team.

DECISIONS MADE IN COURSE OF JOB:

- Undertake day to day decisions with children and their families in a group or one to one situation.
- The Early Years Officer must demonstrate the independent application of professional skills and knowledge and use considerable initiative in carrying out day to day tasks such as observations of children and decisions regarding children's learning, safety and wellbeing.
- Decisions on appropriate methods and techniques of work with children and families including delivery of the curriculum.
- Contribute to the decisions regarding planning and development of the service quality improvement planning.
- Determining and implementing appropriate plans, Personal Learning Plans (PLP), Individual Educational Plans (IEP) to meet the needs of children and their parents/carers in order to ensure the wellbeing of children and support of parents/carers.

SUPERVISION RECEIVED:

Formal supervision will be given by the line manager ie Head Teacher/Manager/Senior Early Years Officer. This will cover the postholder's responsibility to act as key worker for individual children and ensure that their care plan is implemented, and to raise any issues or concerns they have.

CONTACTS:

Daily 1-1 contact with children.

Daily contact with parents and carers.

Members of the Centre Management Team.

Colleagues from the Children and Families Department.

Colleagues from a range health based, education and family support based services.

Colleagues from the voluntary sector and partner providers in the delivery of early years and childcare services.

The postholder may attend case conferences and other review meetings where the care of a child for whom the postholder is key worker is being considered. The postholder will discuss the content of reports they have written about the child at these review meetings.

EDUCATIONAL/VOCATIONAL QUALIFICATIONS REQUIRED:

The EYO must hold an HNC in Early Years and Childcare or another relevant qualification which meets with the requirements of the Standard for Childhood Practice.

EXPERIENCE REQUIRED:

Two years postqualifying experience in an early years setting is essential, ideally where interaction with families is a significant aspect of the role.

COMPLEXITY:

The postholder has a range of responsibilities in line with GIRFEC to meet the individual needs of the child and their family.

The postholder will be required to observe and assess individual children's needs and identify any concerns. They have a role in supporting the family but must put the needs of the child first eg any concerns about lack of care or proper treatment of the child must be raised.

CREATIVITY:

Identify appropriate assessment approaches to track children's progress, inform future learning, development and care plans for all children individually.

Provide an effective learning environment which nurtures, motivates and engages children in the active learning process.

Create an exciting learning and development environment which engages children and their parents/carers and builds positive relationships between staff, children and parents/carers.

Identify, encourage and support for creativity and innovation in the local community eg Eco Schools, Green Flag Awards.

Produce appropriate personal learning opportunities for all children which provide for progression in learning and which recognises the widest possible range of achievement.

Develop solutions in conjunction with colleagues, other services and families to meet the needs of the child and their family.

SPECIAL CONDITIONS:

None.

ADDITIONAL INFORMATION:

This post is considered Regulated Work with Vulnerable Children and/or Protected Adults, under the Protection of Vulnerable Groups (Scotland) Act 2007. Preferred candidates will be required to join the PVG Scheme or undergo a PVG Scheme update check prior to a formal offer of employment being made by the City of Edinburgh Council.

You will be required to register with the Scottish Social Services Council (SSSC) in the category of Practitioner and adhere to the codes of practice set out by SSSC.