# Integrated Impact Assessment – Summary Report (Final)

Each of the numbered sections below must be completed

Please state if the IIA is interim or **final**

## Title of proposal

From August 2025, remove Transition Teachers who were funded to address gaps in learning across P6 to S2 as a result of COVID - **Final IIA**

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

Since 2022 additional non statutory funding has been made available to fund 23 Transition Teachers to support children and young people from P6 to S2 who may have had gaps in their learning as a result of COVID lockdowns on their learning.

Transition teachers work across each of the 23 learning communities. Each of the learning communities was allocated a transition teacher following COVID with temporary funding provided by the Scottish Government to support the implementation of City of Edinburgh Council Attainment work, through supporting effective Literacy, Numeracy and Health and Wellbeing learning and curricular transition across our education establishments. The 23 teachers work across 23 secondary schools and 91 primary schools supporting pupils from Primary 6 to S3.

This proposal will remove funding from 2025/26 financial year for Transition Teachers of an initial £0.9m which will be £1.3m for a full academic year and headteachers are aware of this proposal.

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

The proposal was included as part of the public consultation exercise on the Council’s 2025/26 budget launched in November 2024 which closed on 14 January 2025.

The content of the interim IIA has been reviewed and updated in light of relevant public feedback received as part of the Council’s budget engagement exercise.

The specific feedback received on the proposal is set out below;

* Concern about the loss of experienced teachers.
* Concern about the impact on pupils during important stages of their educational journey.
* *"Transition teachers play a key role in supporting pupils' emotional and academic needs."*
* *"Removing transition roles could negatively impact students moving between primary and secondary education."*
* *"Teachers are already overstretched, additional cuts will only worsen the situation."*

The pie chart below sets out the public response to the proposal.

## 4. Is the proposal considered strategic under the Fairer Scotland Duty?

Yes

## 5. Date of IIA

This IIA is part of an iterative process to consider the potential impact to remove the funding for transition teachers, as such an IIA scoping group was formed and met to discuss the impact on 11 November 2024.

The content of the interim IIA was reviewed and updated on 29 January 2025 in light of relevant public feedback received as part of the Council’s budget engagement exercise.

## 6. Who was present at the IIA? Identify facilitator, lead officer, report writer and any employee representative present and main stakeholder (e.g. Council, NHS)

For the interim IIA meeting held on 11 November 2024

|  |  |  |
| --- | --- | --- |
| Name | Job Title | Date of IIA training |
| Donna Murray (Lead officer and facilitator) | Head of Education | **23.01.2018** |
| Susan Imrie | HT Executive Rep (Primary) |  |
| Mike Irving | HT Executive Rep (Secondary) |  |
| Rosy Hume | HT Executive Rep (Special) |  |
| Janie Jones | HOC Executive Rep (Early) |  |
| Alison Murphy | Joint Sec LNCT |  |

For the final feedback/meeting on 29 January 2025

|  |  |  |
| --- | --- | --- |
| Name | Job Title | Date of IIA training |
| Donna Murray (Lead officer and facilitator) | Head of Education | **23.01.2018** |
| Susan Imrie | HT Executive Rep (Primary) |  |
| Mike Irving | HT Executive Rep (Secondary) |  |
| Rosy Hume | HT Executive Rep (Special) |  |
| Janie Jones | HOC Executive Rep (Early) |  |
| Alison Murphy | Joint Sec LNCT |  |

## 7. Evidence available at the time of the IIA

| **Evidence** | **Available – detail source** | **Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal** |
| --- | --- | --- |
| Data on populations in need – where available use disaggregated data | * SEEMIS ASN data * ASL referral data * School attendance data * Census data P5-S3 pupils * CE attainment and exclusion and post school destination data | Pupils living in the most deprived areas are the most disadvantaged due to low income and lack of opportunity. This correlates with a high level of additional support need. The following protected characteristics are most likely to be socio-economically deprived.  Race and disability.  [People with certain protected characteristics more likely to pay a poverty premium - Fair By Design](https://fairbydesign.com/protected-characteristics-poverty/)  Evidence of negative impact on **pupil progress and attainment** for socio-economically deprived children and young people is provided within the following link.  [Scottish Attainment Challenge - 2022 to 2023 – 2025 to 2026: fairer Scotland duty assessment - gov.scot](https://www.gov.scot/publications/fairer-scotland-duty-assessment-scottish-attainment-challenge-2022-2023-2025-2026/)  The funding for the additional transition teacher for P6 – S2 was given to support pupils at this stage who had been identified by their learning community as having learning gap due to the impact of the COVID lockdowns. |
| Data on service uptake/access | Yes. | The Transition Teachers role is unique to Edinburgh and there is no statutory requirement to have this post. The 23 teachers work across 23 secondary schools and 91 primary schools supporting pupils from Primary 5 to S3. The majority of teachers in this post are female.  [Job Description - Class Teacher - Transition.pdf](file:///C:\Users\9021835\OneDrive%20-%20City%20of%20Edinburgh%20Council\Donna%20Murray\Statutory%20delivery\Funded%20ELC\Reports\IIA\Budget%20proposals%202025\Job%20Description%20-%20Class%20Teacher%20-%20Transition.pdf) |
| Data on socio-economic disadvantage e.g. low income, low wealth, material deprivation, area deprivation | Yes. Scottish Index of Multiple Deprivation data | 18.33% of pupils in Edinburgh live in SIMD 1 & 2.  Support for effective transitions for children living in areas of socio-economic disadvantage is an important aspect of their school experience. |
| Data on equality outcomes | Schools’ closing the gap data  Attainment data for learners with protected characteristics. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | P7 | Attainment data | | | | |  | **20-21** | **21-22** | **22-23** | **23-24** | | **Lit** | 73.40% | 77.10% | 77.6% | 78.5% | | **Num** | 78.10% | 80.60% | 82.4% | 83.7% |   Work of transition teachers across the  City of Edinburgh Council  [TTcasestudiesfeb2023.pdf (eis.org.uk)](https://www.eis.org.uk/Content/Edinburgh/images/TTcasestudiesfeb2023.pdf)   * [Equality and diversity framework 2021 to 2025 – The City of Edinburgh Council:](https://www.edinburgh.gov.uk/documents/equality-diversity-framework-2021-2025) * [Item 7.4 - Equality and Diversity](https://democracy.edinburgh.gov.uk/documents/s55990/Item%207.4%20-%20Equality%20and%20Diversity%20Framework%202021-2025%20V2.pdf)   [Framework 2021-2025 V2.pdf](https://democracy.edinburgh.gov.uk/documents/s55990/Item%207.4%20-%20Equality%20and%20Diversity%20Framework%202021-2025%20V2.pdf)  [(edinburgh.gov.uk)](https://democracy.edinburgh.gov.uk/documents/s55990/Item%207.4%20-%20Equality%20and%20Diversity%20Framework%202021-2025%20V2.pdf)   * [7.4 Promoting Equality Full](https://democracy.edinburgh.gov.uk/documents/s27898/7.4%20Promoting%20Equality%20Full%20Committee.pdf)   [Committee.pdf (edinburgh.gov.uk)](https://democracy.edinburgh.gov.uk/documents/s27898/7.4%20Promoting%20Equality%20Full%20Committee.pdf) |
| Research/literature evidence | Yes.  Edinburgh Learns Numeracy and Mathematics Strategy (2020)  Edinburgh Learns Literacy Strategy (2023)  Edinburgh Learns Health and Wellbeing Framework  <https://salvesen>[-research.ed.ac.uk/leans](https://salvesen-research.ed.ac.uk/leans)  <https://michaelfullan.ca/books/new>[meaning-educational-change/](https://michaelfullan.ca/books/new-meaning-educational-change/) | [7.8 Teams Around the Learning](https://democracy.edinburgh.gov.uk/documents/s53749/7.8%20Teams%20Around%20the%20Learning%20Communities.pdf)  [Communities.pdf (edinburgh.gov.uk)](https://democracy.edinburgh.gov.uk/documents/s53749/7.8%20Teams%20Around%20the%20Learning%20Communities.pdf)  [Item 7.7 - Teams Around the Learning](https://democracy.edinburgh.gov.uk/documents/s68701/Item%207.7%20-%20Teams%20Around%20the%20Learning%20Community.pdf)  [Community.pdf (edinburgh.gov.uk)](https://democracy.edinburgh.gov.uk/documents/s68701/Item%207.7%20-%20Teams%20Around%20the%20Learning%20Community.pdf) |
| Public/patient/client experience information | Yes. | [TTcasestudiesfeb2023.pdf (eis.org.uk)](https://www.eis.org.uk/Content/Edinburgh/images/TTcasestudiesfeb2023.pdf)  Schools could provide quantitative data re the impact on learners’ attainment as a result of the interventions delivered by Transition Teachers. This should have been baselined and an added value position established. However, this is not a direct correlation as there are other impacts to consider e.g. universal teaching and learning inputs to learners from class/subject teachers, Support for learning teachers, partners etc. |
| Evidence of inclusive engagement of people who use the service and involvement findings | Yes. | The HTs Budget Reference group, and the Edinburgh Learns Finance Board, agreed with this funding as part of the proposed savings strategy adhering to the principle of “least, worst” options.  HTs and TTs have been made aware of this savings proposal in a timeous and transparent manner. |
| Evidence of unmet need | Yes. Attainment data re learners’ progress (Achievement of Curriculum for Excellence Levels) | |  |  |  |  |  | | --- | --- | --- | --- | --- | | P7 | Attainment data | | | | |  | **20-21** | **21-22** | **22-23** | **23-24** | | **Lit** | 73.40% | 77.10% | 77.6% | 78.5% | | **Num** | 78.10% | 80.60% | 82.4% | 83.7% | |
| Good practice guidelines | NA | This post is unique to Edinburgh and there are no guidelines for it. |
| Carbon emissions generated/reduced data |  | Transition Teachers travel to schools in their Learning Community to support identified cohorts of learners. The travel is no greater than home to work as they very rarely work in more than one school on the same day. |
| Environmental data | N/A |  |
| Risk from cumulative impacts | NA |  |
| Other (please specify) |  |  |
| Additional evidence required |  |  |

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

| **Equality, Health and Wellbeing and Human Rights and Children’s Rights** | **Affected populations** |
| --- | --- |
| **Positive**  Head Teachers (HTs) and TTs were made fully aware at the onset of the funding provision that this funding would not be permanent and that they will have effective and sustainable practice within their core teaching workforce which would support an exit strategy should this be necessary.  Staffing impact will be mitigated by realigning Teaching staff taking account of normal staff turnover  Staff in these posts which are no longer required to address the impact of COVID lockdowns on children’s learning across P5 to S6 will be able to fill vacant teaching posts within their learning community.  There will be no job losses if the proposal is approved. Staff in transition teacher posts will be relocated to teaching posts. | Transition teachers the majority of which are women. |
| **Negative**  Staff in these posts may be concerned about changes to the class and children they work with. Support will be provided through the Managing Change policy and procedure, which will make PAM assist available for any staff who require this.  Children will have become used to familiar adult in their learning environment. They will be supported through the usual approaches schools manage with children when a member of staff leaves or moves to a different part of the school.  Schools will have become used to the extra support provided by having an additional teacher in their learning community. They will be guided by the senior management team. | Transition teachers. The majority are female.  The role of the transition teacher varies from school to school; therefore, it is not possible to define the specific characteristics of the pupils they work with across P5 to S2. Children with protected characteristics may be more negatively impacted than others by the removal of this post. |

| **Environment and Sustainability including climate change emissions and impacts** | **Affected populations** |
| --- | --- |
| **Positive** | N/A |
| **Negative**  If we are unable to allocate staff in these post to another post in the school or within their own learning community, they may need to travel further which may have an impact on the use of travel. | Transition teachers the majority of which are women. |

| **Economic** | **Affected populations** |
| --- | --- |
| **Positive**  Existing permanent post holders will be allocated to vacant posts.  Schools in our most deprived areas receive significant additional funds through the Pupil Equity Fund and use this to provide staffing/resources to meet the needs of all pupils. | Transition teachers the majority of which are women. |
| **Negative**  If we are unable to allocate staff in these post to another post in the school or within their own learning community, they may need to travel further which may have an impact on their travel costs. | Transition teachers the majority of which are women. |

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

## No

## 10. 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.

This will be co-created between central officers and Head Teacher representatives in the Head Teacher Executive and the Edinburgh Learns Finance Board. Schools will communicate the decision to ensure the rationale/strategy is fully accessible to all affected/interested stakeholders. The main communication will go through the service director for final sign off.

All communication can be provided by ITS in different community languages, Braille and audio for citizens that require this assistance. These resources will be compatible with the Read-Aloud functionality.

## 11. Is the plan, programme, strategy or policy likely to result in significant environmental effects, either positive or negative? If yes, it is likely that a [Strategic Environmental Assessment](https://www.gov.scot/policies/environmental-assessment/strategic-environmental-assessment-sea/) (SEA) will be required and the impacts identified in the IIA should be included in this. See section 2.10 in the Guidance for further information.

## No

## 12. Additional Information and Evidence Required

As stated in the evidence table, further gathering of information is required through a schools’ survey, analysis of attainment data and schools’ statutory Standards & Quality Reports.

## 13. Specific to this IIA only, what recommended actions have been, or will be, undertaken and by when? (these should be drawn from 7 – 11 above) 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 job title** | | **Deadline for progressing** | | **Review date** |
| --- | --- | --- | --- | --- | --- | --- |
| Further consultation with HT Budget Reference Group/ Exec/ Edinburgh Learns Finance Board  The outcome of these has informed the content of the final IIA | | Jackie Reid,  Head of Education | | 11.11.24  Ongoing- at set dates for each meeting | | 23.12.24 |
| HTs will have empowered decision making over how to utilise funding streams to ensure the individual needs of their Learning Communities are met. | | Jackie Reid  Service Director | | 29.11.24 | | 23.12.24 |
| Line managers to provide support for staff wellbeing through PAM assist if necessary and for teachers who may need to relocate. | | Jackie Reid  Service Director | | 29.11.24 | | 23.12.24 |
| If the proposal is approved, the communication plan will be co-created between central officers and Head Teacher representatives in the Head Teacher Executive and the Edinburgh Learns Finance Board. Schools will communicate the decision to ensure the rationale/strategy is fully accessible to all affected/interested stakeholders. The main communication will go through the service director for final sign off | | Jackie Reid  Service Director | | February 2025 | | April 2025 |
| If the proposal is approved support will be provided for staff in the PSA posts e.g. PAM assist and relocating to another post. | PSA Line managers | | February 2025 | | April 2025 | |

## 14. Are there any negative impacts in section 8 for which there are no identified mitigating actions?

No

## 15. How will you monitor how this proposal affects different groups, including people with protected characteristics?

Head Teachers will be asked to rigorously track the progress of identified learners who are currently supported by Transition Teachers. This will be supported by the implementation of the new Pupil Tracking system which tracks Achievement of a Curriculum for Excellence Level (ACEL) data and attainment.

Head Teachers will be asked (where they do not already have this in place) to ensure a clear plan to build effective and sustainable practice to support their exit strategy and reported through their annual Standard and Quality Improvement Plans.

## 16. Sign off by Head of Service

**Name**

Jackie Reid Service Director

**Date 30.01.25**

## 17. Publication

Completed and signed IIAs should be sent to:

[integratedimpactassessments@edinburgh.gov.uk](mailto:integratedimpactassessments@edinburgh.gov.uk) to be published on the Council website [www.edinburgh.gov.uk/impactassessments](http://www.edinburgh.gov.uk/impactassessments)

**Edinburgh Integration Joint Board/Health and Social Care** [sarah.bryson@edinburgh.gov.uk](mailto:sarah.bryson@edinburgh.gov.uk) to be published at [www.edinburghhsc.scot/the-ijb/integrated-impact-assessments/](http://www.edinburghhsc.scot/the-ijb/integrated-impact-assessments/)