



Department of

Education

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DEPARTMENT OF EDUCATION

EQUALITY AND HUMAN RIGHTS POLICY SCREENING

FOR

**INVESTING IN THE TEACHING WORKFORCE SCHEME,
2016/17 (PILOT)**

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Further advice on equality impact assessment may be found in the Equality Commission publication [Practical Guidance on Equality Impact Assessment](#)

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1. POLICY SCOPING

1.1 Title of Policy

Investing in the Teaching Workforce Scheme 2016/17 (Pilot)

1.2 Type of Policy Development

This is a New Policy

1.3 Description of Policy:

The overall aim of the Investing in the Teaching Workforce Scheme 2016/17 (Pilot) is to:

- Refresh the teaching workforce, and
- Promote access to employment for qualified teachers who have experienced the greatest difficulty in obtaining meaningful employment.

The overall aim will be achieved by providing a means for up to 120 teachers in permanent posts, aged 55 years and over on 31 March 2017, to leave the profession, whilst providing up to 120 job opportunities for those recently qualified teachers¹ who have experienced the greatest difficulties in securing meaningful employment.

The Investing in the Teaching Workforce Scheme (hereafter referred to as 'the Scheme') will be launched in 2016/17 as a pilot. The initial intention had been to launch a Scheme for up to 500 in number; however in recognition of the academic year this pilot is for up to 120 in number. The uptake and success of the 2016/17 pilot will be a key consideration in determining whether a bid will be made to the Public Sector Transformation Fund for a Scheme in 2017/18.

This Scheme was initially proposed by the teaching unions, but their proposal was to provide job opportunities to newly qualified teachers. The Department reviewed the data available, and initially considered extending the job opportunities from newly qualified teachers to those recently qualified teaching graduates from 2013. However, in order to achieve the Scheme's aim of refreshing the workforce, and upon consideration of the concerns raised regarding the eligibility for the job opportunities to be created as a direct result of this Scheme, the eligibility criteria has been extended to include those teachers who have graduated in 2012, 2013, 2014, 2015 and 2016.

Using the data available, the Department carried out an objective and measured approach, which

¹ Recently qualified teachers – teachers who are not in permanent teaching employment and who have qualified to teach in the years 2012 up to and including those who will qualify during 2016 (i.e. graduates who have qualified to teach in 2012, 2013, 2014, 2015, 2016) and who will be registered with the GTCNI by the date of taking up post to teach.

concludes that it is these graduates (that is, those who have graduated between 2012 and 2016), who have experienced the greatest difficulty in securing meaningful employment; the percentage of graduates not in meaningful employment increases year-on-year from 2004 (14.71%) to 2015 (76.76%).

GTCNI statistics (Annex A) illustrate that this cohort of graduates has demonstrated the greatest difficulty in securing meaningful employment. Additionally, while there are in excess of 750 meaningful teaching opportunities² (approximately 500 permanent and 250 temporary posts of 6 months or more), annually in each of the last 6 years; these posts are more accessible to those with experience.

Applicants with least experience are often sifted out prior to interview, based upon shortlisting criteria, which stipulates the requirement for experience. By providing a scheme with the legitimate aim of providing access to employment to the targeted cohort of recently qualified teachers in order to refresh the workforce, the 'pool' of those who may apply for the routine teaching positions advertised is effectively made smaller, thus enhancing the employment opportunities for those graduates, who have benefited from gaining experience, but who will not be eligible to apply for the posts that become available under this Scheme.

As a consequence of appointing recently qualified teachers to the posts which become vacant as a result of this Scheme, pupils will benefit from teachers who have been educated in the most up-to-date degree level/PGCE courses and who will be trained and developed in the most recent curricular and technological developments to enhance and modernise delivery of education in the classroom.

Such an approach would generally serve to advantage younger people, but not exclusively, as anyone of any age could be a recently qualified teacher. Data available on the age profile of teaching graduates indicates that around 20% of each year's graduates are aged over 24. However, if it is accepted that younger people would in fact benefit from this approach, the concept of 'intergenerational fairness' (that is, facilitating access to employment by young people, enabling older people to remain in the workforce, sharing limited opportunities to work in a profession fairly between the generations) is a relevant factor in this case.

Without this Scheme, there would not be a mechanism for achieving the overall aim of the Scheme, which is to refresh the teaching workforce, through the release of up to 120 teachers in permanent posts, aged 55 years and over, to leave the profession, thereby creating up to an additional 120 job opportunities.

In furtherance of the policy aims of the Scheme, and in keeping with all the legal requirements to ensure employment equality, this Scheme has been developed in consultation with employers and the Northern Ireland Teaching Council (NITC), which is comprised of the 5 main teaching unions in Northern Ireland, in addition to legal advice and the views of the Equality Commission for NI. It takes account of the Equality Commission's publication 'Age Discrimination in Northern Ireland – A Guide for Employers' and relevant case law.

In considering the legitimacy of the aims of this Scheme in relation to the Employment Equality (Age) Regulations (Northern Ireland) 2006, the Department has determined that the aim of refreshing the workforce and providing employment opportunities to a targeted cohort of recently qualified graduates, who have experienced the greatest difficulty in securing employment (as

² These figures do not include VGS or GMI teaching appointments

demonstrated by GTCNI data set out in Annex A) will:

- Promote access to employment for younger people,
- Share out employment opportunities fairly between the generations,
- Contribute towards ensuring a mix of generations of staff to promote the exchange of experience and new ideas; and
- Refresh the age profile of the teaching workforce by increasing the proportion of younger teachers.

In reaching its decision, the Department has considered whether this is a proportionate means of achieving the legitimate aims of the Scheme. Statistics available demonstrate a lack of opportunity for the most recently qualified teachers, and that this disadvantage reduces gradually for those qualified in previous years. It is therefore considered that limiting the cohort of the recently qualified teachers to those who have qualified to teach in the years 2012 up to and including those who will qualify during 2016, and who are registered with the GTCNI by the date of taking up post to teach, is a proportionate means of achieving the legitimate aims set out above.

Additionally, in the context of the action that education employers have had to take in recent years to live within budget, the Department has been providing funding to assist schools to reduce teaching numbers through an annual cost reduction programme for each of the last five years. As a result, over 1,500 teachers have left the system through redundancy. Whilst this Scheme will enable schools to reduce their costs in the short to medium term, it will also provide a means of facilitating employment opportunity, whilst retaining better breadth and balance offered in the curriculum.

Education, over the next few years, will find itself in a state of perpetual motion characterised by pupil numbers increasing, teacher numbers decreasing as a result of ongoing financial pressures and ever increasing demands being placed on schools. Therefore, this Scheme provides an innovative means of managing the situation in ways other than purely focusing on a wholesale reduction in numbers, and bearing in mind the importance of maintaining and improving the standards of Education within challenging budgets.

The introduction of the Scheme will:

- Enable up to 120 teachers aged 55 years and over to leave the profession with early access to pension and recruiting up to 120 recently qualified teachers to replace the posts left vacant. In the absence of this Scheme these opportunities will not exist;
- Enable recruitment of teachers trained in the most up-to-date technology and teaching methods, contributing to a modern and innovative learning environment;
- Refresh the skillset in the teaching workforce, through the introduction of teachers trained in the latest teaching methods, particularly in subject areas such as ICT and STEM;
- Lead to opportunities to refresh curricular provision at school level, where a school determines to place the recently qualified teacher within a different subject area, or introduce new subjects;
- Lead to promotion opportunities within a school, where the teacher leaving holds a leadership position or a position of responsibility;
- Increase employment opportunities for qualified teachers who are outside the criteria of the Scheme, by reducing the wider pool of applicants for teaching posts advertised each year;
- Promote the exchange of expertise and new ideas within the teaching profession;
- Allow a re-profiling of the teacher workforce, by increasing the proportion of younger

teachers;

- Improve motivation of teachers, both those who wish to leave the profession and for those recently qualified;
- Reduce costs in short to medium term.

The Scheme is one of a number of steps that the Department has taken in recent years to address the limited employment opportunities for recently qualified teachers. These steps include:

- Reducing the Initial Teacher Education Intake by 30% in order to address the difficult employment situation facing recently qualified teachers;
- Advising schools to recruit to vacancies on a permanent rather than a temporary basis, unless the vacancy is clearly of a temporary nature;
- Recommending that employers consider newly or recently qualified teachers when filling vacancies, as shortlisting criteria often eliminates applicants without experience;
- Monitoring and challenging employers who re-employ Prematurely Retired Teachers.

The Scheme will comply with guidelines set out in the Teachers' (Compensation for Redundancy and Premature Retirement) Regulations (NI) 2010 and the Finance Act 2004. This legislation restricts the age limit of the Scheme to the cohort of the teaching workforce aged 55 years and over, which is the minimum age of retirement, and will enable teachers who are released under the Scheme to have early access to an unreduced pension.

Those teachers prematurely retired under the Scheme, with access to an unreduced pension, will have a restriction of salary placed for all future teaching employment. This policy decision is an extension of a previous determination made by the Department in relation to teachers prematurely retired, and was subject to an Equality Impact Assessment at the time (June 2011), which concluded that although there may be impacts in terms of age (as teachers prematurely retired were aged 52 and over), the proposals were objectively justifiable in that it was legitimate to limit the remuneration of teachers who have already been compensated for leaving employment early. Indeed, all teachers prematurely retired under the Scheme will be treated equally. Further, the salary restriction is in furtherance to the overall aims of the Scheme, which is to refresh the teaching workforce.

1.4 What factors could contribute to, or detract from the intended aim/outcome of the policy?
(Please click on relevant boxes)

None	<input type="checkbox"/>
Legislative	<input checked="" type="checkbox"/>
Financial	<input checked="" type="checkbox"/>
Others (please specify) Click here to insert text.	

1.5 Main stakeholders affected (Please click on relevant boxes)

Pupils (Actual or Potential)	<input checked="" type="checkbox"/>
Parents	<input type="checkbox"/>
Teaching Staff	<input checked="" type="checkbox"/>

Trade Unions or Professional Organisations	<input checked="" type="checkbox"/>
Other Public Sector Organisations	<input type="checkbox"/>
Departmental Staff	<input type="checkbox"/>
Employing/Funding Authorities	<input checked="" type="checkbox"/>

1.6 Who is responsible for?
<p>(a) Devising the policy The Department of Education, in collaboration with education employing authorities and NITC.</p> <p>(b) Implementing it Employing/funding authorities will implement the policy. The Department of Education will be responsible for approval of applications and provision of funding.</p> <p>(c) Explain the relationship? The Department of Education sets policy through consultation with the employing/funding authorities, and the NITC. The policy is subsequently implemented by education employers.</p>

1.7 Other policies or objectives with a bearing on this policy
<p><u>LEGISLATIVE</u></p> <p>Article 35 of the Education (NI) Order 1998.</p> <p>The Employment Equality (Age) Regulations (NI) 2006.</p> <p>The Teachers' (Compensation for Redundancy and Premature Retirement) Regulations (NI) 2010.</p> <p>Finance Act 2004.</p> <p><u>POLICY</u></p> <p>Other policies or objectives with a bearing on this policy include the Department of Education Corporate Goals.</p> <p>Circular 2011/17: Rate of Pay for Prematurely Retired Teachers applied to teachers made prematurely retired with added years in 2010. This Circular provided a determination on the restricted rate of pay for prematurely retired teachers who returned to teaching employment. The Department will extend that pay determination for teachers aged 55 years and over who will be released under the terms of this Scheme, which will be covered in DE Circular 2016/13 "Rate of Pay for Teachers Prematurely Retired under the Investing in the Teaching Workforce Scheme."</p>

Those teachers prematurely retired under the Scheme will have a restriction of salary placed for all future teaching employment. This policy decision is an extension of a previous determination made by the Department in relation to teachers prematurely retired, and was subject to an Equality Impact Assessment at the time (June 2011), which concluded that although there may be impacts in terms of age (as teachers prematurely retired were aged 52 and over), the proposals were objectively justifiable in that it was legitimate to limit the remuneration of teachers who have already been compensated for leaving employment early. Indeed, all teachers prematurely retired under the Scheme will be treated equally.

DE Business Plan:

DE Corporate Goals	Relevance to Investing in the Teaching Workforce Scheme
<p>Developing the education workforce: recognising the professional role of teachers and school leaders in delivering an effective curriculum and raising standards.</p>	<p>Through the employment of recently qualified teachers, the workforce will be reformed, refreshed and reinvigorated.</p>
<p>Raising Standards for all: through high quality teaching and learning, ensuring that all young people enjoy and do well in their education and that their progress is assessed and their attainment recognised, including through qualifications.</p>	<p>Refreshing the teaching workforce will be one of a number of levers which will contribute to raising standards through more dynamic and innovative methods of teaching.</p>
<p>Closing the Performance Gap: increasing access and equity: addressing underachievement by providing support to ensure pupils achieve their full potential; and effective planning of education on an area basis to provide full access to the curriculum and Entitlement Framework.</p>	<p>Developing and refreshing the teaching workforce will provide opportunity to recruit teachers who have high levels of motivation and enhanced innovation in delivering the curriculum.</p>

<p>Improving the learning environment.</p>	<p>As developing and refreshing the teaching workforce is the primary aim of this Scheme, it is anticipated that this will improve and enhance the learning environment for pupils whilst retaining better breadth and balance offered in the curriculum.</p>
<p>Transforming the governance and management of education.</p>	<p>In the case where a teacher aged 55 years and over holds a position of responsibility and/or leadership within a school, then there is potential for the Investing in the Teaching Workforce Scheme to contribute towards the transformation of governance and management of education within the school. A school may choose to suppress a leadership post and create a teaching post, or an internal trawl could fill a vacant leadership post, thus creating a subsequent vacancy that could be filled by a recently qualified teacher.</p>

2. EVIDENCE

2.1 What evidence/information (both qualitative and quantitative) have you gathered to inform this policy in respect of each of the categories?	
Section 75 Category	Details of Evidence/Information
Religious Belief	<p>Under Article 71 of the Fair Employment and Treatment (NI) Order 1998 employers of teachers are not required to monitor the community background of their teaching staff.</p> <p>Consequently, this information is not collated for teachers and we have not been able to identify any source of information on the workforce in relation to this measure.</p> <p>However, there is no indication that this policy will disproportionately impact on the basis of religious belief. The Scheme will be open to all teachers in permanent posts aged 55 years and over who wish to leave the profession and all recently qualified teachers who meet the qualifying criteria: religious belief is not a consideration in the application of this policy.</p>
Political Opinion	<p>Under Article 71 of the Fair Employment and Treatment (NI) Order 1998 employers of teachers are not required to monitor the community background of their teaching staff.</p> <p>Consequently, this information is not collated for teachers and we have not been able to identify any source of information on the workforce in relation to this measure.</p> <p>However, there is no indication that this policy will disproportionately impact on the basis of political opinion. The Scheme will be open to all teachers in permanent posts aged 55 years and over who wish to leave the profession and all recently qualified teachers who meet the qualifying criteria: political opinion is not a consideration in the application of this policy.</p>
Racial Group	<p>At present this type of information is collected by employing authorities during recruitment activity in line with statutory monitoring requirements. However, this information is not usually collated and we have not been able to identify any single source of information on the workforce in relation to this measure. However, there is no indication that this policy will disproportionately impact on the basis of racial group. The Scheme will be open to all teachers in permanent posts aged 55 years</p>

	<p>and over who wish to leave the profession and all recently qualified teachers who meet the qualifying criteria: racial group is not a consideration in the application of this policy.</p>
<p>Age</p>	<p>Recently qualified teachers who have qualified to teach in the years 2012 up to and including those who will qualify during 2016, who are not in permanent teaching employment and who will be registered with the GTCNI by the date of taking up post to teach, would be eligible to apply for the posts advertised as a result of the Investing in the Teaching Workforce Scheme.</p> <p>The Department established a Project Board, comprised of employer and NITC representation. The composition of representatives ensured that the views and opinions of the teaching workforce and the employers were taken into consideration throughout the consultation process and in devising the eligibility criteria for the Scheme and the process for the operation of the Scheme for both employing/funding authorities and for schools.</p> <p>Definitive decisions in relation to the eligibility criteria were informed and determined based upon data, relating to graduates who were qualified to teach, which was received in June 2016 (Annex A), from the GTCNI.</p> <p>The statistics confirm that the longer a teacher has been qualified, the more likely they are to gain employment. Therefore, by defining the criteria for recently qualified teachers as those from 2012 in effect aims to target the cohort of teachers who are experiencing the greatest difficulty in securing employment as teachers. To widen the eligibility beyond this cohort would in fact dilute the objective to target teachers who are most disadvantaged in terms of their ability to secure meaningful employment and would defeat the legitimate aim of refreshing the workforce with recently qualified teachers.</p> <p>Data available on the age profile of teaching graduates indicates that in and around 20% of each year's graduates are aged over 24.</p> <p>Statistics produced by the Department at Annex B, which show the age profile of employed teachers, clearly demonstrates that the youngest age band (that is 24 years and under) constitutes only 1.84% of the total current active working teaching population. The next age band (25 years – 29 years) accounts for 9.8% of the total active teaching population. The statistics illustrate that setting eligibility criteria from 2012 will largely target the '29 years and under' age group which, constitutes a smaller proportion (11.64%) of the total number of teachers employed, compared with other age bands.</p> <p>By targeting those in the 55-59 age group, it is intended that the Scheme will reduce this band and increase the proportion of younger teachers.</p>

Such information serves to support the proposition that, to define 'recently qualified teachers' as those who have qualified to teach in the years 2012 up to and including those who will qualify during 2016, who are not in permanent employment and who will be registered with the GTCNI by the date of taking up post to teach, in effect, targets the cohort of teachers who are experiencing the greatest difficulty as teachers and meets the policy aims of:

- Promoting access to employment for younger people;
- Sharing out employment opportunities fairly between the generations;
- Contributing towards ensuring a mix of generations of staff to promote the exchange of experience and new ideas; and
- Refreshing the age profile of the teaching workforce by increasing the proportion of younger teachers.

Over the last six years there have been in excess of 750 meaningful teaching opportunities per year (in the region of 500 permanent and 250 temporary positions (of a duration of 6 months or more) advertised. In many of these job opportunities a shortlisting criteria is applied for interview based upon experience, thereby eliminating those with least experience. This demonstrates that there have been significant opportunities in recent years for meaningful teaching appointments for graduates, particularly those with experience, which has resulted in the most recently qualified graduates having experienced the greatest difficulty in gaining teaching employment – as verified by the GTCNI statistics at Annex A. Based on this, the process for the Scheme will inform Boards of Governors and schools that experience must not be applied as a shortlisting criterion for applications to posts which become vacant under the terms of the Scheme.

Additionally, all employing authorities are carrying out a review of substitute teachers to determine those teachers who have four years plus continuous service in his/her current school. In accordance with the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations (Northern Ireland) 2002, the employing authorities, in conjunction with the schools, will determine if it is appropriate to confirm the teacher permanent. There is potential for the exercise to assist in addressing concerns highlighted by some of the temporary teachers who do not meet the criteria of recently qualified teachers and who will be excluded from applying for posts under the Scheme.

Taking all factors into consideration the means of achieving the overall policy aims of the Scheme are considered proportionate, under the Employment Equality (Age) Regulations (Northern Ireland) 2006.

<p>Marital Status</p>	<p>At present this type of information is typically collected by employing authorities during recruitment activity in line with statutory monitoring requirements. This information is not usually collated and we have not been able to identify any single source of information on the workforce in relation to this measure. However, there is no indication that this policy will disproportionately impact on the basis of marital status. The Scheme will be open to all teachers in permanent posts aged 55 years and over who wish to leave the profession and all recently qualified teachers who meet the qualifying criteria: marital status is not a consideration in the application of this policy.</p>
<p>Sexual Orientation</p>	<p>This information is not collected by employing authorities.</p> <p>The Shout Report stated that, “analysis of the 2001 Census indicates that between 2% and 10% of the population may be lesbian, gay or bisexual.”</p> <p>Also, the Rainbow Project’s research into LGB peoples’ experiences in employment indicates that almost one in four lesbian, gay and bisexual respondents from the public sector conceal their sexual orientation in the workplace.</p> <p>However, there is no indication that this policy will disproportionately impact on the basis of sexual orientation. The scheme will be open to all teachers in permanent posts aged 55 years and over who wish to leave the profession and all recently qualified teachers who meet the qualifying criteria: sexual orientation is not a consideration in the application of this policy.</p>
<p>Men And Women Generally</p>	<p>At 2015/16, the make up of the teaching workforce aged 55 years and over was 70.72% female and 29.28% male. Steps have been taken in recent years to encourage providers of Initial Teacher Education to address this matter by providing targeted careers talks and promotion of competitive sports to attract more male applicants.</p> <p>However, there is no indication that this policy will disproportionately impact on the basis of gender. The scheme will be open to all teachers in permanent posts aged 55 years and over who wish to leave the profession and all recently qualified teachers who meet the qualifying criteria: gender is not a consideration in the application of this policy.</p> <p>In respect of transgender men and women, a UK wide study for the Gender Identity Research and Education Society (GIREs) http://www.gires.org.uk/assets/Medpro-Assets/GenderVarianceUKreport.pdf suggests that the prevalence rate for Northern Ireland is 8/100,000 (16 and over)</p>

	<p>population or approximately .0008% of the population (16 and over, 1,432,501 people in 2011), i.e. approximately 115 people.</p>
<p>Disability</p>	<p>At present this type of information is typically collected by employing authorities during recruitment activity in line with statutory monitoring requirements. This information is not usually collated and we have not been able to identify any single source of information on the workforce in relation to this measure. However, there is no indication that this policy will disproportionately impact on the basis of disability. The scheme will be open to all teachers in permanent posts aged 55 years and over who wish to leave the profession and all recently qualified teachers who meet the qualifying criteria: disability is not a consideration in the application of this policy.</p> <p>The last Health and Well-being Survey conducted in 2001 by Management Side of the Teacher Negotiating Committee found that 5.3% of those who responded considered themselves as disabled. It is accepted that this survey was conducted a number of years ago, but this is the most recent data available.</p> <p>In the General Population, the Northern Ireland 2011 Census data recorded that just over one in five of the usually resident population (21%) had a long-term health problem or disability which limited their day-to-day activities.</p>
<p>Dependants</p>	<p>This information is not collected by employing authorities. There is no evidence that this policy will disproportionately impact on the basis of dependant status.</p> <p>In the general population, the Northern Ireland 2011 Census data recorded that one-third (34%) of households in Northern Ireland contained dependent children.</p> <p>The scheme will be open to all teachers in permanent posts aged 55 years and over who wish to leave the profession and all recently qualified teachers who meet the qualifying criteria: dependant status is not a consideration in the application of this policy.</p>

2.2 Taking into account the evidence gathered at 2.1 what are the needs, experiences and priorities of each category in relation to this particular policy?

Section 75 category	Needs/Experiences/Uptake/Priorities
Religious Belief	There is no evidence that religious belief will have any different needs, experiences and priorities in relation to the policy.
Political Opinion	There is no evidence that political opinion will have any different needs, experiences and priorities in relation to the policy.
Racial Group	There is no evidence that racial group will have any different needs, experiences and priorities in relation to the policy.
Age	<p>Recently qualified teachers who have qualified to teach in the years 2012 up to and including those who will qualify during 2016, who are not in permanent employment and who will be registered with the GTCNI by the date of taking up post to teach, will be eligible to apply for the posts advertised as a result of the Scheme.</p> <p>The Department established a Project Board, comprised of employer and NITC representation. The composition of representatives ensured that the views and opinions of the teaching workforce and the employers were taken into consideration throughout the consultation process, in devising the eligibility criteria for the Scheme and the process for the operation of the Scheme, for both employing/ funding authorities and for schools.</p> <p>Definitive decisions in relation to the eligibility criteria were informed and determined based on data, relating to graduates who were qualified to teach, which was received in June 2016 (Annex A), from the GTCNI.</p> <p>The statistics confirm that the longer a teacher has been qualified, the more likely they are to gain employment. Therefore, by defining the criteria for recently qualified teachers as those from 2012 in effect aims to target the cohort of teachers who are experiencing the greatest difficulty in securing employment as teachers. To widen the eligibility beyond this cohort would in fact dilute the objective of targeting teachers who are most disadvantaged in terms of their ability to secure meaningful employment and would defeat the legitimate aim of refreshing the workforce with recently qualified teachers.</p> <p>Data available on the age profile of teaching graduates indicates that around 20% of each year's graduates are aged over 24.</p>

Statistics produced by the Department at Annex B, which show the age profile of employed teachers, clearly demonstrates that the youngest age band (that is 24 years and under) constitutes only 1.84% of the total current active working teaching population. The next age band (25 years – 29 years) accounts for 9.8% of the total active teaching population. The statistics illustrate that setting eligibility criteria from 2012 will largely target the ‘29 years and under’ age group which, constitutes a smaller proportion of the total number of teachers employed, compared with other age bands. By targeting those in the 55-59 age group it is intended that the Scheme will reduce this band and increase the proportion of younger teachers.

Such information serves to support the proposition that to define ‘recently qualified teachers’ as those who have qualified to teach in the years 2012 up to and including those who will qualify during 2016, who are not in permanent teaching employment and who will be registered with the GTCNI by the date of taking up post to teach, in effect targets the cohort of teachers who are experiencing the greatest difficulty as teachers and meets all of the policy aims of:

- Promoting access to employment for younger people;
- Sharing out employment opportunities fairly between the generations;
- Contributing towards ensuring a mix of generations of staff to promote the exchange of experience and new ideas;
- Refreshing the age profile of the teaching workforce by increasing the proportion of younger teachers.

Over the last six years there have been in excess of 750 meaningful teaching opportunities per year (in the region of 500 permanent and 250 temporary positions (of at least 6 months duration) advertised. In many of these job opportunities a shortlisting criteria is applied for interview based upon experience, thereby eliminating those with least experience. This demonstrates that there have been significant opportunities in recent years for meaningful teaching appointments for graduates, particularly those with experience, which has resulted in the most recently qualified graduates having experienced the greatest difficulty in gaining teaching employment – as verified by the GTCNI statistics at Annex A. Based on this, the process for the Scheme will inform Boards of Governors and schools that experience must not be applied as a shortlisting criterion for applications to posts which become vacant under the terms of the Scheme.

Additionally, all employing authorities are carrying out a review of substitute teachers to determine those teachers who have four years plus continuous service in his/her current school. In accordance with the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations (Northern Ireland) 2002, the employing authorities in conjunction with the schools will determine if it is appropriate to confirm the teacher permanent. There is potential for the exercise to assist in addressing concerns highlighted by some of the temporary teachers who

	<p>do not meet the criteria of recently qualified teachers and who will be excluded from applying for posts under the Scheme.</p> <p>Those teachers prematurely retired under the Scheme, with access to an unreduced pension, will have a restriction of salary placed for all future teaching employment. This policy decision is an extension of a previous determination made by the Department in relation to teachers prematurely retired, and was subject to an Equality Impact Assessment at the time (June 2011), which concluded that although there may be impacts in terms of age (as teachers prematurely retired were aged 52 and over), the proposals were objectively justifiable in that it was legitimate to limit the remuneration of teachers who have already been compensated for leaving employment early. Indeed, all teachers prematurely retired under the Scheme will be treated equally. Further, the salary restriction is in furtherance to the overall aims of the Scheme, which is to refresh the teaching workforce.</p> <p>Taking all factors into consideration, it is determined that the means of achieving the overall policy aims of the Scheme are considered proportionate, under the Employment Equality (Age) Regulations (Northern Ireland) 2006.</p>
Marital Status	There is no evidence that marital status will have any different needs, experiences and priorities in relation to the policy.
Sexual Orientation	There is no evidence that sexual orientation will have any different needs, experiences and priorities in relation to the policy.
Men And Women Generally	There is no evidence that gender will have any different need, experiences and priorities in relation to the policy.
Disability	There is no evidence that disability will have any different need, experiences and priorities in relation to the policy.
Dependants	There is no evidence that dependants will have any different need, experiences and priorities in relation to the policy.

3. SCREENING QUESTIONS:

3.1 What is the likely impact of this policy on equality of opportunity for each of the Section 75 equality categories?		
Section 75 category	Level of Impact?	Details of policy impact
Religious belief	NONE	
Political opinion	NONE	
Racial group	NONE	
Age	MINOR	<p>Applicants who wish to be released from the teaching profession under the terms of the Scheme are restricted to those who are aged 55 years and over in permanent posts. This is determined within the legislative environment of the Teachers' (Compensation for Redundancy and Premature Retirement) Regulations (NI) 2010 and the Finance Act 2004, which states that the minimum age of retirement is 55.</p> <p>Consideration was given to the eligibility of those who would be applicable to apply for posts which will become vacant under the terms of the Scheme and has been determined as recently qualified teachers who have qualified to teach in the years 2012 up to and including those who will qualify during 2016, who are not in permanent employment and who are registered with the GTCNI by the date of taking up post to teach.</p> <p>Whilst such an approach would generally serve to advantage younger people, but not exclusively, as anyone of any age could be a recently graduated teacher, it is accepted that younger people will benefit positively from this approach. However, the concept of 'intergenerational fairness' (that is, facilitating access to employment by young people, enabling older people to remain in the workforce and sharing limited opportunities to work in a profession fairly between the generations) should also be considered a relevant factor in this case.</p>

	<p>This Scheme will also create opportunities for the existing teaching workforce within school settings, who would have the opportunity to up-skill, capacity build and apply for positions of responsibility or leadership development which will be created as a direct result of this Scheme.</p> <p>Additionally, over the last six years there have been in excess of 750 meaningful teaching opportunities per year (in the region of 500 permanent and 250 temporary positions (of at least 6 months duration) advertised. In many of these job opportunities, a shortlist will be applied for interview, based upon experience, thereby eliminating those with least experience.</p> <p>This demonstrates that there have been significant opportunities in recent years for meaningful teaching appointments for graduates, particularly those with experience, which has resulted in the most recently qualified graduates having experienced the greatest difficulty in gaining teaching employment – as verified by the GTCNI statistics at Annex A.</p> <p>In mitigating these circumstances it should be noted that by enabling recently qualified teachers to apply and be recruited to these posts which become vacant under the terms of the Scheme, it is likely that even greater opportunities will become available for teachers who do not fall within the criteria, as it will reduce the ‘pool’ of applicants who will be eligible to apply for posts advertised as part of the normal recruitment process.</p> <p>Therefore, whilst a minor impact has been determined in relation to age, it is not considered unlawful discrimination as targeted action has been taken to promote opportunity for a specific cohort of teaching graduates who have experienced the greatest difficulty in gaining employment and will support the legitimate aim of:</p> <ul style="list-style-type: none"> • Promoting access to employment for younger people; • Sharing out employment opportunity fairly between generations; • Ensuring a mix of generations of staff to promote the exchange of experience and new ideas; • Refreshing the age profile of the teaching workforce by increasing the proportion of younger teachers. <p>It has also been considered that this is a proportionate means of achieving the legitimate aims of the Scheme; as the statistics available present a lack of opportunity for the most recently qualified teachers, and that this disadvantage reduces gradually for those</p>
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		<p>qualified in previous years.</p> <p>Those teachers prematurely retired under the Scheme, with access to an unreduced pension, will have a restriction of salary placed for all future teaching employment. This policy decision is an extension of a previous determination made by the Department in relation to teachers prematurely retired, and was subject to an Equality Impact Assessment at the time (June 2011), which concluded that although there may be impacts in terms of age (as teachers prematurely retired were aged 52 and over), the proposals were objectively justifiable in that it was legitimate to limit the remuneration of teachers who have already been compensated for leaving employment early. Indeed, all teachers prematurely retired under the Scheme will be treated equally. Further, the salary restriction is in furtherance to the overall aims of the Scheme, which is to refresh the teaching workforce.</p>
Marital status	NONE	
Sexual Orientation	NONE	
Men and Women generally	NONE	
Disability	NONE	
Dependants	NONE	

3.2 Are there opportunities to better promote equality of opportunity for people within the Section 75 equality categories?

Section 75 category	YES/NO	Provide Details
Religious belief	NO	
Political opinion	NO	
Racial group	NO	
Age	YES	<p>Recently qualified teachers who have qualified to teach in the years 2012 up to and including those who will qualify during 2016, who are not in permanent teaching employment and who will be registered with the GTCNI by the date of taking up post to teach, will be eligible to apply for the posts advertised as a result of the Scheme.</p> <p>The Department established a Project Board, comprised of employer and NITC representation. The composition of representatives ensured that the views and opinions of the teaching workforce and the employers were taken into consideration throughout the consultation process; in devising the eligibility criteria for the Scheme; and the process for the operation of the Scheme for both employing/funding authorities and for schools.</p> <p>Definitive decisions in relation to the eligibility criteria were informed and determined based on data relating to graduates who were qualified to teach, which was received in June 2016 (Annex A), from the GTCNI.</p> <p>The statistics confirm that the longer a teacher has been qualified, the more likely they are to gain employment. Therefore, by defining the criteria for recently qualified teachers as those from 2012 in effect aims to target the cohort of teachers who are experiencing the greatest difficulty in securing employment as teachers. To widen</p>

	<p>the eligibility beyond this cohort would in fact dilute the objective to target teachers who are most disadvantaged in terms of their ability to secure meaningful employment and would defeat the legitimate aim of refreshing the workforce with recently qualified teachers.</p> <p>Data available on the age profile of teaching graduates indicates that in and around 20% of each year's graduates are aged over 24.</p> <p>Statistics produced by the Department at Annex B, which show the age profile of employed teachers, clearly demonstrates that the youngest age band (that is 24 years and under) constitutes only 1.84% of the total current active working teaching population. The next age band (25 years – 29 years) accounts for 9.8% of the total active teaching population. The statistics illustrate that setting eligibility criteria from 2012 will largely target the '29 years and under' age group which, constitutes a smaller proportion of the total number of teachers employed, compared with other age bands. By targeting those in the 55-59 age group it is intended that the Scheme will reduce this band and increase the proportion of younger teachers.</p> <p>Such information serves to support the proposition that to define 'recently qualified teachers' as those who have qualified to teach in the years 2012 up to and including those who will qualify during 2016, who are not in permanent teaching employment and who will be registered with the GTCNI by the date of taking up post to teach, in effect targets the cohort of teachers who are experiencing the greatest difficulty as teachers and meets the policy aims of:</p> <ul style="list-style-type: none">• Promoting access to employment for younger people;• Sharing out employment opportunities fairly between the generations;• Contributing towards ensuring a mix of generations of staff to promote the exchange of experience and new ideas; and• Refreshing the age profile of the teaching workforce by increasing the proportion of younger teachers.
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		<p>Over the last six years there have been in excess of 750 meaningful teaching opportunities per year (in the region of 500 permanent and 250 temporary positions (of at least 6 months duration) advertised. In many of these job opportunities a shortlisting criteria is applied for interview based upon experience, thereby eliminating those with least experience. This demonstrates that there have been significant opportunities in recent years for meaningful teaching appointments for graduates, particularly those with experience, which has resulted in the most recently qualified graduates having experienced the greatest difficulty in gaining teaching employment – as verified by the GTCNI statistics at Annex A. Based on this, the process for the Scheme will inform Boards of Governors and schools that experience must not be applied as a shortlisting criterion for applications to posts which become vacant under the terms of the Scheme.</p> <p>Additionally, all employing authorities are carrying out a review of substitute teachers to determine those teachers who have four years plus continuous service in his/her current school. In accordance with the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations (Northern Ireland) 2002, the employing authorities in conjunction with the schools will determine if it is appropriate to confirm the teacher permanent. There is potential for the exercise to assist in addressing concerns highlighted by some of the temporary teachers who do not meet the criteria of recently qualified teachers and who will be excluded from applying for posts under the Scheme.</p> <p>Taking all factors into consideration, it is determined that the means of achieving the overall policy aims of the Scheme are considered proportionate, under the Employment Equality (Age) Regulations (Northern Ireland) 2006 and that the Scheme provides opportunity to promote employment for a targeted group of teaching graduates who are experiencing the greatest difficulty in gaining employment.</p>
Marital status	NO	

Sexual Orientation	NO	
Men and Women generally	NO	
Disability	NO	
Dependants	NO	

3.3 To what extent is the policy likely to impact on good relations between: people of different religious belief, political opinion or racial group?

Good relations category	Impact	Details of policy impact
Religious belief	NONE	
Political opinion	NONE	
Racial group	NONE	

3.4 Are there opportunities to better promote good relations between people of different religious belief, political opinion or racial group?

Good relations category	YES/NO*	Provide Details
Religious belief	NO	
Political opinion	NO	
Racial group	NO	

3.5 Additional considerations - Multiple identities

Please provide details of data on the impact of the policy on people with multiple identities and specify relevant Section 75 categories concerned.

None

4. SCREENING DECISION

Not to conduct an equality impact assessment; although there is a minor impact, on one or more of the equality of opportunities and/or good relations categories but mitigation/alternative policies will offset the minor adverse impact(s).

Details which support the screening decision

Whilst a minor impact has been determined in relation to age, it is not considered unlawful discrimination as targeted action has been taken to promote opportunity for a specific cohort of teaching graduates who have experienced the greatest difficulty in gaining employment.

The decision not to conduct an equality impact assessment is based on the ability of the Scheme to deliver the primary aim of developing and refreshing the teaching workforce by enabling teachers in permanent posts who are aged 55 years and over to be released from the teaching workforce, at their request, and providing opportunity for employment to recently qualified teachers who are not in permanent teaching employment and who have qualified to teach in the years 2012 up to and including those who will qualify during 2016 (i.e. graduates who have qualified to teach in 2012, 2013, 2014, 2015, 2016) and who will be registered with the GTCNI by the date of taking up post to teach.

The Scheme will assist in providing mitigating action in response to statistical evidence which illustrates that this cohort of graduates have, and in the case of 2016 graduates may, experience the greatest difficulty in securing meaningful employment.

Over the last six years there have been in excess of some 750 meaningful teaching opportunities per year (in the region of 500 permanent and 250 temporary positions (of at least 6 months duration) advertised. However, these posts are more accessible to those with experience. Those with least experience are often sifted out prior to interview, based upon shortlisting criteria which specifies experience. By providing job opportunities to recently qualified teachers, the 'pool' of those who may apply for the routine teaching positions advertised is effectively made smaller, thus enhancing the employment opportunities for those graduates who will not be eligible to apply for the posts that become available under this Scheme. Boards of Governors and schools will be informed that experience must not be applied as a shortlisting criterion for applications to posts which become vacant under the terms of the Scheme.

As a consequence of appointing recently qualified teachers to the posts which become vacant, pupils will benefit from teachers who have been educated in the most up-to-date degree level/PGCE courses and who will be trained and developed in the most recent curricular and technological developments to enhance and modernize the delivery of education in the classroom. Therefore, not only will the workforce be refreshed in terms of re-profiling through an increase in the proportion of younger teachers, the Scheme will also serve to refresh the skillset in the teaching workforce.

In furtherance of the policy aims of the Scheme, and in keeping with all the legal requirements to ensure employment equality, this Scheme has been developed in consultation with employers and NITC, in addition to the views of the Equality Commission for NI. It takes account of the Equality Commission's publication 'Age Discrimination in Northern Ireland – A Guide for Employers' and relevant case law.

In considering the legitimacy of the aims of this Scheme, the Department has determined that the aim of refreshing the workforce and providing employment opportunities to recently qualified graduates, who have experienced the greatest difficulty in securing employment (as demonstrated by GTCNI data in Annex A) will:

- Promote access to employment for younger people;
- Share out employment opportunities fairly between the generations;
- Contribute towards ensuring a mix of generations of staff to promote the exchange of experience and new ideas; and
- Refresh the age profile of the teaching workforce by increasing the proportion of younger teachers.

The Department has considered whether this is a proportionate means of achieving these aims, as the statistics available present a lack of opportunity for the most recently qualified teachers, and this disadvantage reduces gradually for those qualified in previous years. It is considered that the aim of the policy is a proportionate means of achieving the legitimate aims set out above.

To inform and reach decisions in relation to the eligibility criteria and the process for the Scheme, the Department has listened and taken into consideration the concerns and views which have been expressed by teachers, the Northern Ireland Assembly, the public and representatives of further education institutions. There has also been informative engagement with the Equality Commission.

5. TIMETABLING AND PRIORITISING

5.1 NOT APPLICABLE AS POLICY SCREENED OUT

Criterion	Priority Rating
Effect on equality of opportunity and good relations	Choose score.
Social need	Choose score
Effect on people's daily lives	Choose score
Relevance to a public authority's functions	Choose score
Total	Choose Total

5.2 If the policy is affected by timetables established by other relevant Public Authorities please provide details

Click here to enter text.

Note: Details of the Department's Equality Impact Assessment Timetable will be included in a Quarterly Screening Report.

6. MITIGATION

If you conclude that the likely impact is ‘**minor**’ and an equality impact assessment is not to be conducted, you should consider: mitigation to lessen the severity of any equality impact, or the introduction of an alternative policy to better promote equality of opportunity or good relations.

Why and how will the policy/decision be amended or changed or an alternative policy introduced to better promote equality of opportunity and/or good relations?

Whilst a minor impact has been determined in relation to age, it is not considered unlawful discrimination as targeted action has been taken to achieve the legitimate policy aims of refreshing the teaching workforce and promoting opportunity for a specific cohort of teaching graduates who have experienced the greatest difficulty in gaining employment. The introduction of the Investing in the Teaching Workforce Scheme is the only means of achieving the policy aims which have been highlighted in this document.

7. MONITORING

Effective monitoring will help identify any future adverse impact arising from the policy, as well as help with future planning and policy development.

Please detail what data you will collect in the future in order to monitor the effect of the policy on any of Section 75 equality categories

Data will be gathered on:

- The age of teachers applying to avail of release through the Scheme, including whether they are successful or not.
- The age and year of qualification of recently qualified teachers applying for vacancies under the Scheme, including whether they are successful or not.
- The impact on age groups of permanent teachers.
- Any re-employment of teachers prematurely retired.

8. DISABILITY DISCRIMINATION -

8.1	Please state if the policy/decision in any way discourages persons with disabilities from participating in public life or fails to promote positive attitudes towards persons with disabilities.
	N/A
8.2	Please state if there is an opportunity to better promote positive attitudes towards persons with disabilities or encourage participation in public life by making changes to the policy/decision or introducing additional measures.
	N/A
8.3	Please detail what data you will collect in the future in order to monitor the effect of the policy with reference to the disability duties.
	N/A

9 CONSIDERATION OF HUMAN RIGHTS ISSUES -

9.1 How does the policy/decision affect anyone's Human Rights?	
<u>The Human Rights Act (1998)</u>	Neutral Impact
<u>The United Nations Convention on the Rights of the Child (UNCRC)</u>	Neutral Impact
<u>The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)</u>	Neutral Impact
<u>The United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)</u>	Neutral Impact
Other,(please state here)	.

9.2 If you have identified a negative impact who is affected and how?
N/A

9.3 Outline any actions which could be taken to promote or raise awareness of human rights or to ensure compliance with the legislation in relation to the policy/decision.
N/A

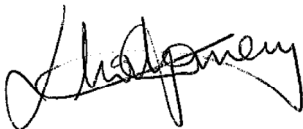
10. CONSIDERATION OF RURAL IMPACTS

*Guidance on Rural Impact Assessment can be found in:
[Thinking Rural: The Essential Guide to Rural Proofing](#)*

10.1 Is there potentially a direct, or indirect, impact on rural areas?	NO
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10.2 If YES please attach a DARD Rural Issues Statement Pro forma
(The Pro forma can be found in TRIM Document DE1/14/117152)

11. APPROVAL AND AUTHORISATION

Screened by:	Position	Date
Project Board	Department of Education Management Side Northern Ireland Teaching Council Education and Training Inspectorate	30/08/2016
Approved by:	Position	Date
	Director Education Workforce Development	31/08/2016

<u>FOR COMPLETION BY EQUALITY TEAM</u>		
Screening Decision	Agreed	
Quality Assured by:	Richard Magowan	24/08/2016
Click here to enter comments.		
Date Directorate/Team Informed:	24/08/2016	

<u>FOR COMPLETION BY POLICY TEAM</u>	
TRIM Ref No.	DE1/15/322179
Date screening form placed on Internet by policy team	<u>05/09/2016</u>
Date email sent to S75 Consultees by policy team	05/09/2016

ANNEX A**GTCNI Graduate Registration Data – 2004 to 2015 (All Graduates, All Institutions as at 15 June 2016)**

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
No. of Graduates registered with GTCNI	952	971	1,033	943	889	786	810	771	778	747	763	723
No. with open job record³	812	805	820	731	675	574	544	470	440	382	292	168
No. without open job record	140	166	213	212	214	212	266	301	338	365	471	555
% with open job record	85.29%	82.90%	79.38%	77.52%	75.93%	75.93%	67.16%	60.96%	56.56%	51.14%	38.27%	23.24%
% without open job record	14.71%	17.10%	20.62%	22.48%	24.07%	26.97%	32.84%	39.04%	43.44%	48.86%	61.73%	76.76%

³ **Open Job Record:** GTCNI produce data to show graduates with an 'Open Job Record', which refers to GTCNI registered graduates for whom the Council holds details of employment in a grant-aided schools, where the nature of the employment is permanent or significant temporary (a period of 1 school term or greater)

DE Statistical Bulletin 6/2016 – Teachers in Northern Ireland by age band, 2015/16

DE ANNUAL DIGEST - TEACHERS IN NORTHERN IRELAND BY AGE BAND, 2015/16 - PUBLISHED JUNE 2016		
Age Group	Total	Percentage
24 and under	365	1.84%
25-29	1,943	9.79%
30-34	3,185	16.05%
35-39	3,562	17.95%
40-44	3,367	16.97%
45-49	2,963	14.93%
50-54	2,188	11.03%
55-59	1,766	8.90%
60 and above	505	2.54%
Total	19,844	100.00%

Teaching Appointments in Grant Aided Schools, April 2010 to March 2016

(excluding Voluntary Grammar and Grant Maintained Integrated Schools)

Appointment	01/04/15- 31/3/16	01/04/14- 31/3/15	01/04/13- 31/3/14	01/04/12- 31/3/13	01/04/11- 31/3/12	01/04/10- 31/3/11	Numbers of posts over last 6 years
Principal, permanent	83	103	85	68	73	42	454
Vice-Principal, Permanent	47	43	51	44	42	37	264
Teacher, permanent	401	407	400	310	287	194	1,999
Teacher, temporary (6 months +)	396	488	643	368	414	219	2,528
Total	927	1,041	1,179	790	816	492	5,245

