



The Faringdon Academy of Schools Gender Pay Gap – Reporting as at 31 March 2019

Gender Pay Gap legislation requires all employers with 250 or more employees to publish their gender pay gap.

Employers must:

- publish their gender pay gap data and a written statement on their public-facing website and
- report their data to government online, using the gender pay gap reporting service.

The difference between the gender pay gap and the equal pay gap

Equal pay means that there should be no difference in the contractual terms of a woman and a man doing equal work, who both work for the same employer. Women (and men) have been entitled to equal pay for equal work since 1970, when the Equal Pay Act was introduced, since 2010 the law on equal pay has been set out in the 'equality of terms' provisions of the Equality Act 2010.

Equal work is work that is:

- the same or broadly similar (like work), or
- different, but which is rated under the same job evaluation scheme as being work of equal value (work rated as equivalent), or
- different, but of equal value in terms of factors such as effort, skill and decision-making (work of equal value).

The gender pay gap is a measure of workplace disadvantage, expressed in terms of a comparison between men's and women's average hourly rates of pay.

The FAS Pay Structure

For teachers we have pay scales aligned to the School Teacher Pay and Conditions Document that are reviewed on an annual basis. This is Performance Related Pay.

For support staff we have a pay system of grades set by the NJC (National Joint Council for Local Government Service) and using the NJC Job Evaluation Scheme. Therefore, grades vary according to the level of responsibility that employees have. Each grade has a set pay range; employees are expected to move through the pay range for their grade. The longer period that someone has been in a grade, the more we would expect him or her to earn irrespective of his or her gender.

The six metrics required by the legislation

An employer is required to report on six key metrics:

- the difference in the mean pay of full-pay men and women, expressed as a percentage;
- the difference in the median pay of full-pay men and women, expressed as a percentage;
- the difference in mean bonus pay of men and women, expressed as a percentage;
- the difference in median bonus pay of men and women, expressed as a percentage;
- the proportion of men and women who received bonus pay; and
- the proportion of full-pay men and women in each of four quartile pay bands.

The Faringdon Academy of Schools does not have a bonus scheme and therefore we are only reporting on:

- the difference in the mean pay of full-pay men and women, expressed as a percentage;
- the difference in the median pay of full-pay men and women, expressed as a percentage;
- the proportion of full-pay men and women in each of four quartile pay bands.

Comparison of mean pay in the FAS shows a gap in favour of men of 28.57% and of median pay shows a gap in favour of men of 61.45%.

	Mean gender pay gap	Median gender pay gap
31 March 2017	24%	40%
31 March 2018	19%	25%
31 March 2019	29%	61%

The mean (or average) is the most popular measure of central tendency. The mean has one main disadvantage; it is susceptible to the influence of extremes. These values are unusual compared to the rest of the data set, because they are especially small or large in numerical value. For example, the mean may be skewed by a small number of higher wages, and therefore, might not be the best way to accurately reflect the typical wage of an employee, as many in the data set have lower wages. The median is the middle score for a set of data that has been arranged in order of magnitude. The median is less affected by extreme values, such as changes in the earnings of a small number of high earners. If the data set were perfectly normal, and not skewed then the median and mean would be equal. That is not the case with the FAS data.

Information on the Workforce Profile

FAS employs 397 females in comparison to 66 males. 160 or 40% of our female employees work in posts evaluated at Grade 4 and below, these are our TAs, cleaners and caterers. Therefore, the female median hourly rate is £10.65. Whilst only 13 or 19% of our male employees work in posts evaluated at Grade 4 and below giving a male median hourly rate of £27.62.

Expressed as a percentage, the **median gender pay gap** is where A = £27.62 and B =£10.65, the **median gender pay gap** is $(28 - 11)/28 \times 100 = 61\%$.

An alternative approach is to look at a work group. There are 136 female teachers in comparison to 36 males. The median hourly rate for both male and female is £31.09. There is no **gender pay gap**.

The employees are distributed across the Quartiles:

Quartile	2017		2018		2019	
	Male	Female	Male	Female	Male	Female
Q1	14%	86%	17%	83%	11%	89%
Q2	9%	91%	10%	90%	7%	93%
Q3	16%	84%	13%	87%	13%	87%
Q4	24%	76%	24%	76%	24%	77%
All	16%	84%	16%	84%	14%	87%

The quartile distribution gives information about how male and female employees are distributed across the organisation.

The underlying causes of the gender pay gap in our Trust

We are aware that the gender pay gap is partly an outcome of economic, cultural, societal and educational factors. There is an argument that it may also reflect the outcomes of personal choice. Whilst it is the individual's decision to seek paid work, we acknowledge that matters outside of the control of the individual will influence the outcome of that choice, and as an employer, it is important that we explore options to ensure that women's choices are not more constrained than those of men.

The narrative explaining our gender pay gap is:

- Within our academy women are more likely than men to have had breaks from work that have affected their career progression;
- We employ a significant number of women in lower graded posts. These post have a significant impact on pupil education. These roles are attractive to women as they are flexible, part time and term time only allowing employees to balance work and other family/caring responsibilities

As an employer, we are mindful that these posts still provide opportunities for development, for example, apprenticeships. We also have a significant number of Family Friendly Policies and paid Emergency and Special Leave. However, we, like other organisations have had a low take up of Shared Parental Leave. It is often the women, who on returning to a position of responsibility, will ask to step down to balance childcare.

Whilst both the Teacher and the NJC pay rises have focussed on moving the low paid to a living wage, this has led to pay rises at the lower end of 5%, as opposed to 2% for middle management and leadership. Whilst this may have had some impact on gender pay, as many of the employees receiving the increased pay rise were low paid women.

- Women are more likely to work part time, and whilst the teaching roles are equitable, many of the jobs that are available on a part time basis may be lower paid with less responsibility.
- As a society unpaid caring responsibility does fall to women and which leads women into part- time work.
- Women are more likely to be able to achieve pay parity with their male colleagues when they mirror what men do: that is, if they work full-time and do not take time out for dependent care.
- Nationally employers that compare gender pay to age, often find that the gender pay gap for women increases as they age. This is the case in FAoS.
- As an employer, we should explore the reason for this. Is it that older women are less qualified than their younger peers? Do older women have to take on a greater proportion of dependent care? We could initiate a skills audit, to identify skills gaps, with a view to improving the uptake of in-house training and other career development opportunities.

What we could do to address our gender pay gap

The actions that we plan to take to address our gender pay gap are:

- Improve gender diversity – improve support for women returning from maternity leave, to increase their chances of career progression through appraisal and CPD further down the line.
- Continue to support shared parental leave, job sharing, part-time, and term-time only opportunities.
- Using our Appraisal to support women progress in their careers - through development conversations with their line managers, development opportunities, and talent management schemes such as Developing Future Leaders Programmes.
- Ensuring that men are aware of and feel able to take advantage of arrangements which enable them to fulfil their caring responsibilities, such as shared parental leave and part time working
- Monitoring pay - to identify pay differences
- Continuous improvement of the recruitment process: we have anonymised the application process to reduce the potential for unconscious bias and we will ensure that all interviewers have undergone unconscious bias training.
- Focus on gender equality: make gender equality central to Equality Objectives.
- Further workforce reporting
- Job Evaluation, this has now been changed so that OCC no longer do our and other Trusts job evaluation but we have joined with other Trusts within Oxfordshire to create our own job evaluation panel based upon National Joint Council guidelines.

Jean Creagh
HR Consultant
27 February 2020