



The Faringdon Learning Trust (FLT) Gender Pay Gap – Reporting as at 31 March 2022

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

The gender pay gap measures the difference between the average hourly pay rate for men and the average hourly pay rate for women. Although related, it is distinct from equal pay. The Equal Pay Act of 1970 and the Equality Act 2010 legislated that women and men must receive equal pay if performing equal work in the same employment. Therefore, 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.

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 FLT 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.

FLT 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.

	Mean gender pay gap	Median gender pay gap
31 March 2017	24%	40%
31 March 2018	19%	25%
31 March 2019	29%	61%
31 March 2020	31%	62%
31 March 2021	29%	59%
31 March 2022	22%	59%

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 FLT data.

You will note the improvement in mean gender pay. There is also a reduction of females in Q1 and a slight increase at Q4.

In addition if we look at a similar work group. There are 146 female teachers in comparison to 35 males. The median hourly rate for both is £31.66. With no **median gender pay gap**.

Information on the Workforce Profile

FLT employs 470 females in comparison to 84 males, a total of 554.

The employees are distributed across the Quartiles:

Quartile	2017		2018		2019		2020		2021		2022	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Q1	14%	86%	17%	83%	11%	89%	9%	91%	6%	94%	9%	91%
Q2	9%	91%	10%	90%	7%	93%	7%	93%	12%	88%	8%	92%
Q3	16%	84%	13%	87%	13%	87%	12%	88%	12%	88%	14%	86%
Q4	24%	76%	24%	76%	23%	77%	23%	77%	27%	73%	26%	74%
All	16%	84%	16%	84%			13%	87%	14%	86%	15%	85%

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 Education

Social pressures and norms influence gender roles and often shape the types of occupations and career paths which men and women follow, and therefore their level of pay

WOMEN ARE UNDER-REPRESENTED IN SENIOR LEADERSHIP POSITIONS

Whilst women make up the majority of the education workforce, they remain under-represented in senior leadership positions. In primary, men are present at senior level at a ratio of almost 2:1 of their representation at teaching level; whilst just 13% of teaching staff are male, 26% of headteachers are male, based on School Workforce statistics.

A similar picture emerges in secondary; 34% of classroom teachers are male increasing to 60% for headteachers

WOMEN ARE MORE LIKELY TO MANAGE CARING RESPONSIBILITIES

Career breaks in teaching can have a negative impact on pay and career progression which can be a particular issue for female teachers. One of the largest demographic of teachers leaving the workplace is women with between 8 and 17 years of experience. The perception that a teaching career is not compatible with family life contributes to such departures.

Those who decide to remain may work reduced hours, research suggests that “part-time teaching is most prevalent among women in their late 30s and early 40s” and, additionally, about a third of women teachers in their fifties work part-time which may reflect the impact of caring responsibilities. This suggests women might face a double salary hit, once if they have children and once if they support elderly parents.

We are aware that the individual level of consequences can be severe. The effect of a pay disparity is compounded over time. For example, 2% less across several years may not appear to be significant initially. Yet over the course of decades, it can amount to a substantial difference in money earned, with major implications not just for an individual’s salary but for their pension as well.

STEREOTYPES AND BIASES

Social science research suggests that the language we use at work does encode gendered expectations in ways that may not be obvious to employers or employees. These gendered expectations feed into who we hire, how we assess people and who we promote – and may play a role in holding some people back. Men may associate with words that are more agentic, such as confident and decisive. While women may associate with words that are more communal, such as, warm and helpful. If the language around leadership inclines towards agency, this can send a gender-coded message that women are less suited.

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.

Despite the existence and our adoption of the national pay framework, analysis of the School Workforce (SWC) statistics nationally shows that, regardless of school phase or structure,

men typically earn more than women. The more senior the position, the wider the gap becomes.

Office for National Statistics reports that in 2022 compared with lower-paid employees, higher earners experience a much larger difference in hourly pay between the sexes.

The narrative in our Trust to explain 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 posts are valued and 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.
- 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. This is confirmed in the median analysis of the teaching work group.

As an employer, we are mindful that all 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 continued 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.

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. . Ensure flexible working opportunities/policies are also available for senior leaders, where possible. This could include job shares, part-time work, or phased retirement, reviewing and planning actions to retain more women leaders.
- Use our Appraisal to support women progress in their careers - through development conversations with their line managers, development opportunities, and talent management schemes.
- 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
- Focus on gender equality: make gender equality central to Equality Objectives.
- Continuous improvement of the recruitment process , ensure that recruitment materials and process do not include any gendered perceptions and/ or biases that might inadvertently lead to a less diverse field of applicants, use tools such as the [Gender Decoder: find subtle bias in job ads \(katmatfield.com\)](https://katmatfield.com) to check for any bias in recruitment materials
- Ensure interview panels are as diverse as possible

- Opportunities to offer childcare facilities
- Offer mentoring systems for aspiring leaders
- Ensure the school's core values support equality, diversity, and inclusion. This should result in a culture of inclusion and allow for open conversations around these issues so women at all levels have the opportunity to contribute and suggest solutions.

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