



GEP Academies Gender Pay Gap Report – March 2020

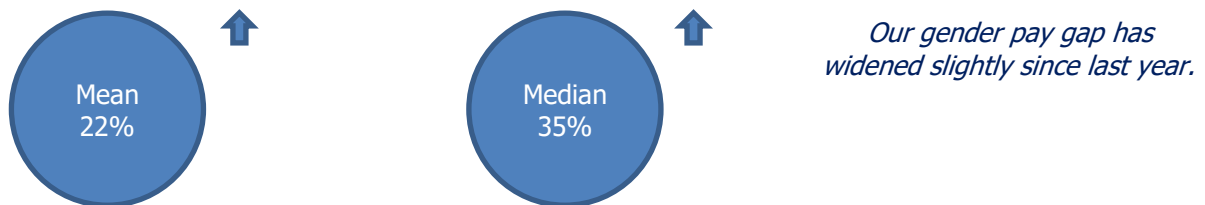
As an employer of over 250 staff, GEP Academies is required by law to carry out Gender Pay Gap reporting under the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017. This involves carrying out various calculations that show the difference between the average earnings of men and women in our organisation. This does not involve publishing individual employees’ data. We are required to publish the results on our own website and a government website on an annual basis.

The legislation states that specific key metrics should be highlighted, these are:

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

There were no bonus payments made, therefore we will only report on data on key metrics 1, 2 and 6.

Our Gender Pay Gap is as follows:



Mean gender pay gap

The mean hourly rate is the average hourly wage across the entire organisation, so the mean gender pay gap is a measure of the difference between women’s mean hourly wage and men’s mean hourly wage.

Our mean gender pay gap indicates that a women’s hourly rate is 22% lower than a man’s, in other words when comparing mean hourly rates, women earn 78p for every £1 earned by a man.

Median gender pay gap

The median hourly rate is calculated by ranking all employees from the highest paid to the lowest paid, and taking the hourly wage of the person in the middle; so the median gender pay gap is the difference between women’s median hourly wage (the middle paid woman) and men’s median hourly wage (the middle paid man).

Our median gender pay gap indicates that a women’s hourly rate is 35% lower than a man’s, in other words when comparing median hourly rates, women earn 65p for every £1 earned by a man.

The proportion of males and females in each quartile are as follows:

	Lower quartile	Lower middle quartile	Upper middle quartile	Upper quartile
Female	89%	84%	81%	65%
Male	11%	16%	19%	35%

Narrative:

Our workforce is made up of a total of 819 staff roles, with 80% being female and 20% being male working across 7 academies (4 primaries and 3 secondary) and a central office.

At GEP Academies we want to attract and retain the best people and reflect the communities that we work in. It is recognised nationally that the education sector is generally overwhelmingly female. The GEP gender pay gap is contextualised by the quartile banding analysis above, which demonstrates that there are proportionally greater numbers of females occupying lower-paid roles than men. These lower paid roles, without organisation influence, are currently held by more females than males. There may be cultural reasons why these roles attract greater numbers of female workers. For example, the roles are often part-time, as such they attract workers who choose to combine part-time working with childcare. Generally, this applies disproportionately to women. These staff are a key element of our workforce and are extremely important to us. They often have a wealth of work and life experience and as such are a key resource in the education of our children. Limiting that flexibility may reduce our pay gap but it may not necessarily be in the best interests of our children.

Whilst it is disappointing that our pay gap has widened slightly since the last snapshot date in March 2019, we are pleased to report that the number of females occupying the highest paid roles (upper quartile) has increased, however the number of females occupying the lowest paid roles (lower quartile) has also increased. In the middle quartile the number of females has reduced, and the number of males has increased. Therefore, the main factor influencing our increased gender pay gap is connected to the increase in females in the lowest paid roles.

We are confident that our pay gap is not a pay issue as our approach to pay is gender neutral by design; our gap is driven by the structure of our workforce.

GEP Academies is committed to equality of opportunity for all our staff and values the diversity of our workforce. We recognise that there is more we could do to reduce the gap and we will continue to use strategies to work towards this including:

Trust-wide action:

- Revision of application form to remove unconscious bias during the shortlisting process.
- Implementation of Trust-wide Recruitment Policy to support schools to standardise and improve recruitment practices.
- On-going benchmarking of roles and harmonisation of pay across the Trust.
- On-going analysis of pay progression across the Trust.
- Ensuring that new/revised policies and procedures are gender neutral.
- Promoting and supporting family-friendly and flexible working options across the Trust; flexible working applications are rarely refused.
- Two schools led by headteachers who job share.

School-based action/initiatives:

- Working to reduce barriers, perceived or otherwise to enable females to progress into leadership roles by:
 - Actively encouraging applications from part-time or full-time applicants when advertising roles.
 - Promoting and supporting CPD that equips staff to take on leadership roles, e.g. Women into Senior Leadership, NPQEL.
 - Offering identical leadership CPD/training to leaders whether they are part-time or full-time.
 - Female headteachers presenting as role models to female leaders through the DfE funded project to support women into senior leadership roles.
 - Advising the DfE on how to support women into leadership roles.

- Adjustments to UPS expectations/duties to enable part-time staff to obtain UPS:
 - Encouraging applications from staff regardless of whether they are part-time or full-time.
 - Encouraging staff to join a subject leadership team whether they are part-time or full-time to enable them to demonstrate the whole school impact that they are having.
- Attracting males into teaching assistant roles.
 - Discussing at interview how the school can support teaching assistants to become teachers in the future through the SCITT programme if they wish to pursue this pathway.
 - Having several male teaching assistants attracts other male applicants.
- Flexible working practices to enable individuals to balance work and caring responsibilities.
 - Supporting part-time working requests for staff returning to work from maternity leave and part-time working requests from new fathers.
 - Providing creative tutoring arrangements to enable staff to drop off and collect children from childcare whilst fulfilling their teaching roles.
 - Candidates receiving a document setting out the school's approach to workload sharing how workload is managed and the focus on the team to manage work-life balance.



Jack Mayhew
Chief Executive Officer, GEP Academies
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