

Gender Pay Gap Report 2018

Introduction

As an employer with over 250 employees, the School published its first Gender Pay Gap report in April 2017. The regulations require the following data to be published:-

- The proportions of male and female employees in each quartile of the 4 pay bands (calculated by dividing the pay structure into 4 equal pay bands)
- The difference between the mean hourly rate of pay between male and female employees (calculated by taking the mean average of total female pay as a percentage of total male pay)
- The difference between the median hourly rate of pay between male and female employees (calculated by taking the median average of total female pay as a percentage of total male pay)
- The difference between the mean and median rates of bonuses paid to male and female employees. As the School did not pay any bonuses in the reporting period, this requirement does not apply.

The gender pay gap is defined as a measure of the difference between the average earnings of men and women in the School regardless of job role and can be explained as a broad measure of pay inequalities resulting from the differences in the sorts of jobs performed by men and women. It is not a measure of equal pay which is about differences between individuals or groups of staff performing similar work.

Gender Pay Gap results-2018

In 2017 the School employed 309 staff (207 (67%) females and 102 (33%) males) and there was a mean gender pay gap of 15% and a median gender pay gap of 11%.

The position in April 2018 demonstrates a significant improvement on the previous figures, with a mean gender pay gap of 10% and a median gender pay gap of 9%. It is worth noting that the total staff employed increased by 6% to a total of 327 in this period.

These figures compare favourably to the latest reported national median gender pay gap figures for the general difference between male and female salaries from the Office of National Statistics of 17.9% for all staff (previously 19.2%) which is explained by the fact that more women work in part-time jobs than men, which also tend to be lower paid.

The position at 5th April 2018 is set out below with the previous year's figures in brackets:-

	No of Males 2018	Percentage of Males % 2018	No of Female 2018	Percentage of Females 2018	Total count of all staff 2018
Upper quartile	43 (40)	52% (51%)	39 (38)	48% (49%)	82 (78)
Upper middle quartile	19 (17)	23% (22%)	64 (60)	77% (78%)	83 (77)
Lower middle quartile	22 (19)	27% (25%)	59 (58)	73% (75%)	81 (77)
Lower quartile	31 (26)	38% (34%)	50 (51)	62% (66%)	81 (77)
Total	115	35%	212	65%	327

Detailed analysis

Royal Russell School employs all staff directly and does not outsource any provision to external companies or contractors. This means that the gender pay gap data represented in this paper is an accurate reflection of all employees working at Royal Russell School.

An analysis of the staff within each of the 4 pay quartiles shows that whilst the distribution of men and women between each of the quartiles remains broadly the same as in 2017, there has been a 4% increase in the number of men in the lowest quartile making the split between genders less marked than in 2017. This may be due to the School's policy to improve pay rates for the lowest paid staff which has reduced the overall pay range for all roles. In addition because the hourly rates in each quartile have broadened as well as increased, some posts have moved between quartiles over the year which has particularly impacted on the balance of males and females in the highest quartile.

Most roles in the lowest quartile are employed on part-time and/or term-time contracts. These roles range from casual hourly-paid support staff to permanent roles in catering, domestic services or in teaching support in the Junior School.

The lower middle quartile contains many administrative and secretarial roles mostly filled by women plus some full-time technical and manual roles which are mostly occupied by men. Many of the office-based roles directly support learning and teaching so their contracts are aligned to term-time weeks. This quartile also includes the lowest part of the teachers' pay scale which includes newly-qualified teachers; all of whom are currently female.

The upper middle (third) quartile continues to have the greatest imbalance between the genders. This quartile contains most teaching staff without significant additional responsibilities most of whom are female. It also contains Heads of smaller academic departments and the number of females in those roles slightly exceeds the number of males.

Overall the School employs 84 female teachers compared to 41 male teachers, and there are 25 part time female teachers compared to 9 male teachers. Staff whose hourly pay includes payment for additional responsibilities tend to occupy full-time roles as they are required to be available throughout the week and during weekends to undertake those extra department, co-curricular, pastoral or boarding responsibilities. The hourly rate for these staff moves them to the upper part of the third quartile or into the upper quartile.

In the highest pay quartile the split between each gender has slightly widened in favour of men with 43 men: 39 women compared to 40:38 last year. A large proportion of the roles with significant management, Head of Department or House responsibilities are in this quartile. There is an almost equal split between male and female members of SLT in this quartile as the number of female members of SLT has increased following an additional appointment. There are an equal number of male and female Support Heads of Department in this quartile in line with the total number in post.

Conclusion

The School continues to ensure that all staff receive equal pay for equal work regardless of gender. New staff are appointed to the appropriate point on the teaching or support staff pay scale (approved and published to all staff in May 2018) in line with the responsibilities of the role and regardless of their gender, and any progression on the scale is determined independently using a fair and transparent process. Allowances paid to teachers for additional responsibilities are paid in recognition of the role and their contribution to wider School life against a pre-determined scale which is applied equally to men and women.

The School has used the information in the first Gender Pay Gap report to determine its ongoing strategy and actions to address any differences in pay rates between genders.

These include:

- allocating additional funding to extend the application of the new support staff pay scale
- updating of the School's suite of family friendly policies to attract and retain staff,
- encouraging job sharing or flexible working among both male and female staff,
- further development of structured selection and promotion processes
- the continuing refinement and application of skills-based assessment tasks in recruitment

Male and female staff at Royal Russell School are treated equally on appointment and throughout their careers at the School.



C J Hutchinson
Headmaster
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