



GENDER PAY REPORT

2019/2020

Beech Primary School
Cowlersley Primary School
Heaton Avenue Primary School
Luck Lane Primary School
MAT Central Services
Millbridge Junior, Infants and Nursery School
Royds Hall Community School
Shelley College
Thornhill Community Academy



1. Introduction and Purpose

Gender pay reporting is different to equal pay. Unequal pay means paying someone less for doing the same job. It's against the law to pay people unequally for being a man or a woman. The gender pay gap is not an equal pay audit, it neither indicates that women are being paid unfairly for what they do, nor does it make comparisons between individual male and female employees. It shows the percentage difference between men and women and in simple terms, it is a measure of labour market or workplace disadvantage. It comes from a history of discrimination against women, where society has assumed that women will take lower-paid roles and leave the leadership positions to men.

SHARE MAT, like most educational institutions, follows the national bodies for both teachers and support staff pay, meaning we have pay transparency that meets robust public scrutiny.

The Trust recognises that looking at how we compare both locally and nationally will not facilitate the required changes over time. Therefore the purpose of this report is to not only meet our statutory requirements but to publish our aims in the long term in order to reduce the gap to the benefit of our staff.

This report is for our Board of Directors not least because they control our resources that will help us narrow the gap but because they want to know what we are doing to close the gap. However, it is also important to us that we share this with our staff so that we can try and listen to their feedback and ideas to help narrow the gap.

2. Our Data and Supporting Statement

Pay Gap % Difference of male to female Snapshot of data on 31st March (Please note we do not offer any bonus pay and do not report on this measure)		
	2018	2019
Difference in the Mean Hourly Pay (the average of the numbers)	21.9% 17.1% UK figure	20.9%
Difference in the median hourly pay (the numerical value which splits the top 50% from the bottom 50%)	37.8% 17.9% UK figure* *provisional figure from the National Office of Statistics	38.1%

QUARTILE ONE (the proportions of male and female full-pay relevant employees in the lower pay band – bottom quartile)			
	2017	2018	2019
Male % Males to all employees in each quartile	13.0%	16.6%	11.3%
Female % Females to all employees in each quartile	87.0%	83.4%	88.7%
QUARTILE TWO (the proportions of male and female full-pay relevant employees in the lower pay band – 50 th percentile)			
	2017	2018	2019
Male % Males to all employees in each quartile	20.0%	15.2%	23.3%
Female % Females to all employees in each quartile	80%	84.8%	76.7%
QUARTILE THREE (the proportions of male and female full-pay relevant employees in the lower pay band – 75 th percentile)			
	2017	2018	2019
Male % Males to all employees in each quartile	22.0%	18.9%	24.5%
Female % Females to all employees in each quartile	78.0%	81.1%	75.5%
QUARTILE FOUR (the proportions of male and female full-pay relevant employees in the lower pay band – top quartile)			
	2017	2018	2019
Male % Males to all employees in each quartile	13.0%	29.5%	33.9%
Female % Females to all employees in each quartile	87.0%	70.5%	66.1%
CONFIRMATION OF DATA ACCURACY			
<p>I can confirm that the information published here has been prepared from our third party payroll provider on the snapshot dates indicated above and is an accurate representation of Gender Pay Gap information for SHARE Multi Academy Trust.</p> <p>John McNally Chief Executive Officer</p>			

Since the last report in 2018, we have acquired two primaries and two secondary schools to our Trust and yet the trend generally, remains the same.

As the figures demonstrate the majority of staff in the lower quartile are predominantly female therefore the gap between the average female hourly rate of pay and the average male hourly rate is affected.

Our figures show females remain outnumbering males in the upper quartile, demonstrating a higher percentage of females in senior positions within the MAT.

3. Considerations and External Influences

Share MAT acknowledges mitigating issues that affect all organisations, for example:-

- Women outnumber men across the UK in part time work and irrespective of whether the job holders are male or female, hourly rates of pay tend to be lower for part time than for full time workers;
- Similar to most educational bodies, the overall pay gap reflects workforce composition rather than pay inequalities – teaching remains largely a female profession;
- Differences in men's and women's human capital – women are more likely to be able to achieve pay parity with their male colleagues when they mirror what men do, that is, work full time and do not take time out to have children;
- Many "female" jobs involve tasks that have traditionally been carried out by women in the home, resulting in less value being placed on these type of roles with an assumption little skill is required.

4. Our Actions to Date

We presently:-

- Use pay scales for all teachers that are aligned to the School Teachers Pay and Conditions document, which is reviewed on an annual basis. For non-teaching staff we use pay scales set by the NJC (National Joint Council for Local Government Services). Staff progress through the pay scales based upon their performance in role, this means earnings are based on performance outcome and not influenced by their gender;
- Ensure pay is not adversely affected after a maternity break;
- For some posts, use skill-based assessment tasks in recruitment rather than relying only on interviews, asking candidates to perform tasks they would be expected to perform in the role they are applying for. The main assessment for

every teaching post is delivering a lesson that is thoroughly assessed is one example;

- Encourage our teachers to be mindful of “unconscious bias” in both lesson plans and teaching strategies. We try to ensure stereo types in subject choices are challenged so that our students choose career by interest not stereotype and enforce our safeguarding and staff code of conduct procedures so that all our staff understand what is expected of them in terms of model behaviour. Unwanted behaviour, bullying, and sexist conduct is not tolerated.

5. Our Future Actions

In the future, we will aim to:-

- Scrutinise recruitment , remuneration, reward and staff development practices;
- Undertake a staff survey aimed specifically at our female part time workers for their feedback regarding how we promote, recruit and retain female talent;
- Consider in detail the causes of the gender pay gap specific to the Trust – that is the undervaluing of women’s work, occupational segregation, part time working, and in particular unpaid caring responsibilities;
- Consider Trust wide equal access to training and development opportunities, especially those available to women with care commitments;
- Reflect upon our role as educators, for example through career advice encourage our female students to consider male dominated professions as research shows one of the contributory factors regarding the gap is the type of industries and jobs open to women;
- Consider what we can do outside of our Trust, offering work experience and work placements for women returning to the labour market to apply;
- Monitor how our employees are rewarded and recognised for their successes and achievements irrespective of gender;
- Improve workplace flexibility for all our staff through our existing policies including Flexible Working Policy, Leave of Absence Policy and Shared Parental Leave Policy;
- Consider bespoke mentoring programmes aimed at women, to enthuse an aspiration to apply for leadership. Mentoring can support women to identify and practice skills such as assertive negotiation;
- Continue to try and improve work life balance policy and practice as historically women have invested more in family time. We aim to publish our progress on this in the future;
- Ensure that when we publish “pay is negotiable” in an advert to recruit in a shortage area or to a senior post, at the point of inviting shortlisted candidates to interview, we will ensure they understand the range of salary on offer and

state in their call to interview letter that it is their responsibility to negotiate their salary at the time an offer of employment is made. This will help the applicant to know what they can reasonably expect. We advocate women negotiating their salaries to try and match the salaries of men;

- Review annually our pay policy as per present practice, considering its transparency and explicit pay determination processes;
- Ensure prospective employees are signposted to our gender pay data through our jobs page;
- Design, develop and launch a recruitment and selection workshop for Middle Leaders during the academic year 2019/2020 which will aim to ensure robust and consistent recruitment and selection practice reducing direct or indirect discrimination. This will include an awareness of the positive action provisions of the Equality Act 2010. This will include establishing how we recruit “returners”. Returners are people who have taken an extended career break for caring or other reasons and who are either not currently employed or are working in roles for which they are over-qualified;
- Re-assess the wording of adverts, with a view to offering flexible working options where practical, such as part-time work and job sharing;
- Promote the right to take shared parental leave providing guidance and support by sharing examples of senior leaders who have taken this leave, as the gender pay gap widens dramatically after women have had children but this could be reduced if men and women were able to share childcare more equally;
- Monitor and review how we deal with flexible working applications so that we are fair and consistent including a record of successful applications;
- Assess the gender imbalance in specific jobs within education – we will look at how we attract more men into Teaching Assistant roles for example, which will increase diversity and narrow the gap;
- Monitor performance related pay decisions with regard to starting salaries, part time working and maternity leave, subject to software arrangements planned for the future;
- Assess the number of men and woman in each job or pay band, assess any reward components at different levels;
- Record the numbers of men and women who apply and are successful for internal promotion;
- Assess the proportion of women and men who return to work after maternity, paternity, adoption or shared parental leave to resume their original job recording how many leave within a two year period;
- Consider reporting in the future an analysis of separate gender pay gap figures for our full time versus part time employees;

- Consider strategies for supporting female teachers who have young families. We may consult with this group of staff to see what benefits we offer;
- Implement exit interviews across the Trust for all to try and understand if one gender is leaving for common reasons to the other.

6. Conclusion

We hope to help close the gender pay gap and assist with boosting the economy as it has been estimated that the under-utilisation of women's skills costs the UK economy 1.3% to 2.0% of the Gross Domestic Product (GDP) annually (CIPD, March 2017).

We know that through our ethos, values and people management practices that we aim to never discriminate against any woman or indeed any individual who may have a protected characteristic.

Whilst this is work in progress, we hope it strengthens our reputation as a good employer who recruits, values, uses and develops all of our female talent, whether in full time or part time work.

Tracy Nash

HR Manager

18th June 2019