

Bourne Education Trust Gender Pay Gap Report

Summary

- Relevant snapshot date 31st March 2019, total staff = 755 (2018 713). Female= 627 (83.0%) (2018 568 79.7%) Male 128 (17.0%) (2018 145 20.3%)
- Mean Gender Pay Gap = 19.9% (2018 17.3%, 2017 17.5%) Median Gender Pay Gap = 26.4% (2018 19.3%, 2017 27.7%). This has increased since last year.
- Percentage of Male staff receiving bonus payments = 0% Percentage of Female staff receiving bonus payments = 0%

Proportion of males and females in each quartile pay band:

- Lower quartile: 92% are female (2018:83.1%; 2017:71.9%)
8% are male (2018 16.9%; 2017: 28.1%)
- Lower middle quartile: 82.5% are female (2018: 86.6%; 2017: 84.1%)
17.5% are male (2018: 13.4%; 2017:15.9%)
- Upper middle quartile: 84% are female (2018 75.3%; 2017: 86.2%)
16% are male (2018: 24.7%; 2017:13.8%)
- Upper quartile: 74.1% are female (2018: 73.6%; 2017:80.1%)
25.9% are male (2018: 26.4% 2017: 19.9%)

Narrative

The gender pay gap information for the Bourne Education Trust as at the snapshot date of 31st March 2019 is based upon 755 employees of which 627 (83%) are female and 128 (17%) are male across 12 open academies, 7 primary and 5 secondary. BET operated across three local authorities and three different geographic pay bands for teaching and support staff.

Of the 755 total employees, 283 (2018: 289) are teaching staff and 471 (2018: 424) are in support staff roles.

- Of the 283 teaching staff, 222 (78%) (2018: 71.6%; 2017:72.6%) are female and 61 (22%) (2018: 28.4%; 2017:27.4%) are male.
- Of the 471 support staff, 405 86% (85.1%; 2017:85.1%) are female and 66 14% (14.9%; 2017:14.9%) are male.

The Gender Pay Gap is a high level, non-adjusted indicator of male and female earnings that is affected by workforce distribution and workforce make up and reflects workforce composition. Our workforce is currently 83% female which is slightly higher than the gender split in schools nationally with the Schools Workforce Census in England (published July 2017) showing that 80% of all school staff are female.

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- In the Lower Quartile, the mean gender pay gap is -2.3% (2018: -5.1%; 2017:-5.8%); that is female staff are earning more than male staff by a margin of 2.3%. The gap has narrowed since last year mainly because the men in the quartile are more evenly distributed across the quartile than last year. This quartile is 100% support staff and 40% of our support staff are in the lower quartile.
- In the Lower Middle Quartile, the mean gender pay gap is 1.3% (2018: 0.9%; 2017:1.4%); that is male staff are earning more than female staff by a margin of 1.3%. The gap has increased since last year but is less than the base year as a result of a change in the distribution of men in the quartile. This quartile is almost all support staff and 39% of our support staff are in the Lower Middle Quartile.
- In the Upper Middle Quartile, the mean gender pay gap is -0.63% (2018: 1.9%; 2017:- 0.8%); that is male staff are earning less than female staff by a margin of 0.63%. This is a switch from last year but overall the gap is very small in this quartile. 36% of our teaching staff are in this quartile compared to 18% of support staff.
- In the Upper Quartile the overall mean gender pay gap is 9.2% (2018: 12.1%, 2017:12.5%); that is male staff are earning more than female staff by a margin of 9.2%. The gap has significantly narrowed since last year. Last year, of the 47 men in this quartile, the distribution was such that by a factor of 2 to 1 the men were in the upper half of the quartile; this year this imbalance has dropped to approximately 1.5 to 1.

The overall mean and median gender pay gap figures are influenced by the high numbers of female staff in support roles compared to male staff (86% female; 14% male) and that 52% of females are in the two lowest quartiles whereas only 38% of men are and there has been no change in this distribution since last year. 62% of men are in the upper two quartiles and in the Upper Quartile where the gap is more significant, more of the men (59%; 2018 64%) are in the upper half of the upper quartile though there has been an improvement in this distribution since last year.

The issue for the Bourne Education Trust is not one of equal pay as the Trust continues to pay all teachers on nationally agreed pay rates and pays support staff in line with pay grades determined by locally agreed pay terms. There is one key issue which is that there is a high percentage of female staff employed in support staff roles, which are generally lower paid than teaching roles. This is in line with the national School Workforce data which indicates that the concentration of females in support staff roles will influence the Gender Pay Gap figures for schools / academies across the country and Office for National Statistics – Annual Survey of Hours and Earning data which shows that women working in the educational sector earn on average 25% less than men in England, Scotland and Wales. There are two subsidiary issues: one is the influence of male earnings at the top of the upper quartile and the second is hourly rates between teaching and support staff.

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Hourly pay rates are also affected by the contractual hours of the working week: support staff contracts are based on a 36 hour working week whereas teachers pay is based on a 32.5 hour working week; thus colleagues who may have the same annual salary may be calculated to have different hourly rates.

Strategies that the Bourne Education Trust employs to continue to improve our gender pay gap include:

- encouraging and supporting the appointment of female staff into positions at all levels across the organisation
- seeking a better balance between the number of males and females in support staff roles across the organisation (while the percentage of females in support staff roles in schools remains so high it is unlikely that the overall gender pay gap figures in the education sector can be closed significantly)
- supporting returners to teaching and maternity and adoption leave returners
- reviewing the offer of CPD to ensure all staff regardless of working patterns can access development opportunities
- benchmarking roles and working towards harmonisation of conditions across the Trust
- being more rigorous in pay matters and monitoring salary levels across the trust to ensure that these are applied consistently

I confirm that the above information has been prepared from our payroll data on the snapshot date and fairly represents the gender pay gap information for Bourne Education Trust.

Signed

Alex Russell CEO

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