

## The Futures Trust 2018 Gender Pay Gap Report

### What is the gender pay gap?

The gender pay gap is the difference between the average (mean and median) hourly rate of pay that female and male colleagues receive. It is different to equal pay, which considers pay differences between women and men who carry out the same jobs, similar jobs or work of equal value, and instead helps us to consider how women and men are participating in our workforce.

### What is in this report?

In accordance with The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 this report publishes pay information for relevant employees, obtained from a 'snapshot' date of 31 March 2017. On this date Barr's Hill School, Keresley Grange Primary School, Parkgate Primary School, President Kennedy School and Stoke Park School were the schools in our Trust, and the relevant pay period was 1 to 31 March 2018. The report explains the information published, considers the reasons for the gender pay gap in the Trust and how the gap may be reduced in the future.

**The mean gender pay gap** is the difference between the sum of the average hourly rates of pay for relevant female colleagues divided by the number of relevant female colleagues, and the sum of the average hourly rates of pay for male colleagues divided by the number of relevant male colleagues.

**The median gender pay gap** lines up the average hourly rates of pay for female and male colleagues separately in order from lowest to highest, and is the difference between the midpoint rate paid to females and the midpoint paid to males

Mean 2017	Mean 2018	Median 2017	Median 2018
28%	20.6%	38.1%	31.8%

**Variance**

7.4%

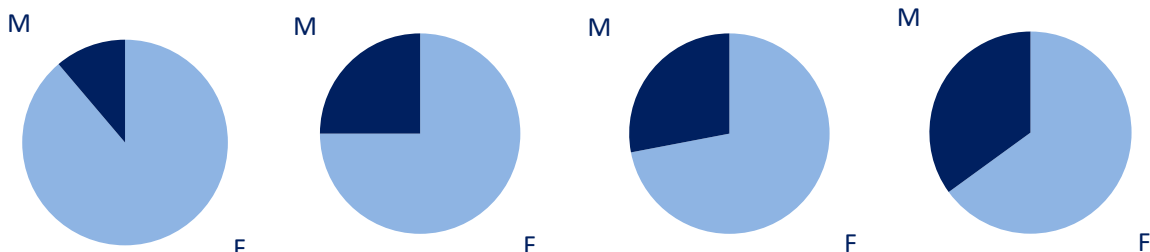
6.3%

**The mean and median bonus gender pay gaps** are to be reported separately, however the Pay Policy of the Trust does not currently provide for the payment of bonuses so there are none to report.

**The proportion of male and female colleagues in each quartile** lines up the average hourly rate of pay for all relevant employees together in order from highest to lowest, divides the line-up into four equal quartiles and is the gender split in each quartile.

Quartile	Lower		Lower Middle		Upper Middle		Top	
	2017	% 2018	2017	% 2018	2017	% 2018	2017	% 2018
Female	91.4	88.8	78.9	75	77.3	72	64.1	65
Male	8.6	11.2	21.1	25	22.7	28	35.9	35

2018



## Understanding the gap - What do the numbers show compared to last year?

- The 2018 data indicates that the Trust's mean and median gender pay gaps have narrowed.
- It remains the case that the ratio of female to male colleagues in each quartile gradually decreases as salaries increase; this combined with the Trust's gender pay gap figures shows that the posts which command lower average hourly rates of pay are predominantly occupied by females.
- The context for this is continues to be one where the workforce is predominantly female, and where the majority of both teaching and non-teaching roles are undertaken by women:

	Female		Male	
	2017	%	2018	%
<b>Gender split for relevant employees included in data</b>	<b>77.9</b>	<b>75.2</b>	<b>22.1</b>	<b>24.8</b>
<b>Of the 40.2% undertaking teaching roles (2017 36.9%)</b>	<b>67.7</b>	<b>66.3</b>	<b>32.3</b>	<b>33.7</b>
<b>Of the 59.8% undertaking non-teaching roles (2017 63.1%)</b>	<b>84.2</b>	<b>81.25</b>	<b>15.8</b>	<b>18.75</b>
<b>Top 20 earners based on average rate of pay</b>	<b>50</b>	<b>65</b>	<b>50</b>	<b>35</b>

- However, the 2018 data shows that the number of males in the workforce has increased overall, and that the ratio of male colleagues in the lower and lower middle quartiles has increased.
- Whilst the ratio of female colleagues in the upper quartile has decreased and there continue to be more male colleagues in the top quartile than any other quartile, the number of women in the Trust's top 20 earners has increased to 65%.

## What are the possible reasons for the gap that exists?

- It remains the case that the job roles that feature in the lower quartiles are non-teaching and unqualified teacher posts. These posts attract a lower rate of pay than the teaching and higher level non-teaching posts dominant in the upper and top quartiles.
- The majority of the roles in the lower quartiles are worked on a part time and term time only basis and attract people who are seeking to balance the demands of a role with other commitments.
- Whilst many factors will determine the job roles that people choose and are able to apply for, including possessing the knowledge, skills abilities and experience required, a pattern exists within the education sector of women working in roles that attract a lower of pay, which may borne out of seeking to balance caring responsibilities with work.

## Closing the gap

As a Trust we continue to be committed to equality of opportunity. We do not discriminate when making decisions pertaining to recruitment, performance management, promotion or professional development, and we value diversity and the different contributions that all members of our staffing community are able to make.

We also recognise that the needs of people will change throughout their working lives, and are seeking to develop and deliver working practices and policies that are responsive to this. This includes providing opportunities for professional development, creating career pathways across the Trust and supporting colleagues to be able to balance work with caring responsibilities and other commitments and interests outside of the workplace; for example by providing opportunities for flexible working, career breaks and some enhanced entitlements to family and carer leave. In doing so we hope to attract and retain colleagues, and provide opportunities for both genders to participate across all levels of the workforce.

We continue to be mindful that the workforce of the Trust is set to grow as new schools join us, and that schools may bring a similar gender pay gap with them; this combined with the reasons for the gap mean that the gap may take time to close, however we are encouraged by the results of this years' report and will continue to monitor, evaluate and report on the Trust's progress.



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