

St George's Academy

Addressing our Gender Pay Gap Report as at 31 March 2021

At St George's we want to ensure that every member of staff is fairly rewarded for their contribution and is able to enjoy the same access to opportunities. The gender pay gap measures the difference between men and women's average earnings and is expressed as a percentage of men's pay. The causes of a gender pay gap are often complex and due to an overlapping mix of factors including work, society and family. By monitoring the pay gap between men and women, we can however be better placed to understand the gap and so target action to reduce it.

The calculations below include the Gender Pay Gap Analysis for St George's Academy and cover the period from April 2020 to 31 March 2021. The previous figures as at 31 March 2017, 31 March 2018 31 March 2019 and 31 March 2020 are included for comparison.

Our pay gap results

Difference in Hourly Rate of Pay

	2021	2020	2019	2018	2017
Mean Pay Gap	5.92%	14.65%	17.24%	16.3%	17.6%
Median Pay Gap	10.51%	39.52%	37.26%	28.4%	28.7%

Now well below the current national average, our gender pay gap figure for 2021 also demonstrates a significant drop when compared to the figure reported in March 2020. This has in part been due to a change in the way in which the figures have been calculated and the adjustments made to recognise those employed on a term time only basis.

The impact of COVID-19 also saw the voluntary departure of a number of our female Invigilators. As one of our lowest paid roles within the Academy, this has contributed to the overall reduction in the gender pay gap figures as shown above.

As with previous reports, the personal choices and lifestyle decisions our staff members have taken around their working patterns also continue to be a key driver in our gender pay gap. In particular, we know that a greater proportion of our female staff members are choosing to work in roles offering more flexible working opportunities. As a significant proportion of our part time roles include some of our lower paid support staff functions, this trend is represented in the higher proportion of female staff members making up the lower quartile of our pay bands.

Providing choice to a wider proportion of our local community, the flexible working hours we are able to offer across a number of roles have proved successful in supporting staff to balance their work and family commitments. Our Midday Supervisor (MDSA) roles for example continue to attract more female applicants. This is felt to be due to the limited working hours associated with the roles and opportunity to undertake the hours required during school hours/term time only.

These trends are also demonstrated further in the table below. The table ranks all of our staff members from lowest to highest pay, then divides all staff into four equal groups with the first group (lower quartile) being the lowest paid.

The figures indicate that when looking at our male staff members only, a higher proportion are working in the upper quartile of roles when compared to the proportion of males working in our lower paid positions. The roles in the upper quartile represent our more senior and generally higher paid roles. Having added the adjustments for those staff members employed on term time only arrangements, the figures do however now indicate a higher proportion of men in our lower quartile when compared to the last two years. As indicated above, this has largely been influenced by the reduction in female Invigilators working with the Academy under a Casual Worker Agreement.

The figures relating to our female staff members indicate a different trend with a slightly lower proportion of our female staff members working in the higher quartile when compared to roles in our less senior positions. By their nature, these roles attract a lower salary. It should however be noted that the percentage of female staff within the upper quartile has remained fairly consistent since reporting began. Having made the adjustments for those staff members working term time only, the figures also now demonstrate a more even spread of female staff members across all four quartiles. As previously reported, the majority of members on the senior leadership team continue to be female including the current Principal.

Pay Quartiles

	Lower Quartile	Lower Middle Quartile	Upper Middle Quartile	Upper Quartile
Male	29.33% (7.69%) (13.10%) (22.6%) (18.8%)	21.05% (32.91%) (28.92%) (18.8%) (25.3%)	27.63% (32.91%) (29.76%) (34.1%) (36.2%)	34.67% (34.18%) (36.14%) (34.5%) (32.9%)
Female	70.67% (92.31%) (86.90%) (77.4%) (81.2%)	78.95% (67.09%) (71.08%) (81.2%) (74.7%)	72.37% (67.09%) (70.24%) (65.9%) (63.8%)	65.33% (65.82%) (63.86%) (65.5%) (67.1%)

As a largely female orientated workforce, a key contributor to our gender pay gap remains the higher distribution of our female staff members across all roles. Representative of the Education Sector, the Academy employs a much greater proportion of female to male staff members. The figures below show the break down between full pay relevant employees as at 31 March 2021. The figures in brackets show the break down as reported at 31 March 2020.

Male Employees	28.15% (26.98%)
Female Employees	71.85% (73.02%)

Bonus pay

As an Academy, St George's does not operate a bonus system. As such, bonus payments are not applicable to any staff members.

Taking action

We remain committed to promoting equality and valuing diversity and wish to ensure that all staff members are able to progress their career, regardless of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

However, it is recognised that there is still more we can do to help reduce the gender pay gap across our workforce. Some of the actions we are taking are outlined below:

- Providing equal access to flexible working opportunities to all staff members. A number of flexible working requests have been supported over the past Academic year in relation to both female and male staff members.
- Considering the broader range of flexible working opportunities available within the Academy to support all staff members in better balancing their career aspirations with their personal commitments.
- Reviewing all Academy policies and procedures to support a culture, which promotes our commitment to equality and diversity.
- Having a clear written pay policy for both teaching and support staff roles. These documents clearly set out and clarify the process by which the appropriate salary for all roles is determined.

- The Academy uses pay scales for all teachers that are aligned to the government's School Teachers' Pay and Conditions Document, which is reviewed on an annual basis. Pay progression is also linked to performance.
- For support staff, the Academy uses pay scales set by the National Joint Council (NJC) for Local Government Services. We use the GLEA national job evaluation framework to determine appropriate pay bandings. This provides a clear process of paying employees equally for the same or equivalent work.
- Continuing to analyse our gender pay gap to identify any contributing factors behind the apparent differences in pay.

Underpinning all of our actions is our Promoting Equality and Valuing Diversity Policy. This policy sets out our commitment to eliminating discrimination against any individual on the grounds of the nine protected characteristics defined by the Equality Act (2010).