

Gender Pay Gap Report 2019

Background to gender pay gap reporting

From 2017, any UK organisation employing 250 or more employees has to report publicly on its gender pay gap (under the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017). The report must include: the mean and median gender pay gaps; the mean and median gender bonus gaps; the proportion of men and women who received bonuses; and the number of men and women according to quartile pay bands.

The Government Equalities Office has stated that “The gender pay gap should not be confused with unequal pay. Unequal pay is the unlawful practice of paying men and women differently for performing the same or similar work or work of equal value; whereas the gender pay gap is a measure of the difference between the average hourly earnings of men and women.” (*Closing the gender pay gap: actions for employers, December 2017*)

How is the gender pay gap calculated?

The gender pay gap measures the difference in the average earnings between a defined category of men and a defined category of women in an organisation for a base period and uses two averages: the mean and the median.

The mean gender pay gap is the difference between the mean hourly rate of pay of male full-pay relevant employees and that of female full-pay relevant employees.

The median gender pay gap is the difference between the median hourly rate of pay of male full-pay relevant employees and that of female full-pay relevant employees.

The College collected its data during the pay period including 5 April 2019, when the full-pay relevant employees comprised 477 staff members, 224 of whom were male and 253 were female.

College information

The College’s full statistics are as follows:

Mean gender pay gap	13.5%
Median gender pay gap	7.5%
Mean bonus gender pay gap	0%
Median bonus gender pay gap	0%

The proportion of males receiving a bonus payment was 0.0%. The proportion of females receiving a bonus payment was 0.0%.

The percentage (and number) of male and females in each quartile pay band was:

Band	Percentage (number) of males	Percentage (number) of females
Lowermost quartile	49.6% (59)	50.4% (60)
Lower middle quartile	40.3% (48)	59.7% (71)
Upper middle quartile	35.3% (42)	64.7% (77)
Uppermost quartile	62.5% (75)	37.5% (45)

Ancillary information

In the administrative and support staff, the mean pay was marginally greater for female staff and the median female pay exceeded the median male pay with a gender pay gap of (minus) 23.3%. The mean and median pay gaps that existed in April 2019 for the whole College were therefore due to the relative weighting and seniority of male and female teaching staff.

Comparison with the Education sector

XPertHR collates pay gap information and has reported to the College as part of the College's exercise in calculating its Gender Pay information.

Their report shows that the College's mean gender pay gap of 13.5% is below those determined from 2018-19 reports for Public Education (15.9%) and National Statistics for Education (17.0%).

Further, the College's median gender pay gap of 7.5% is some way below those determined from the 2018-19 reports for Public Education (20.0%) and National Statistics for Education (25.4%).

Initiatives to close the gender pay gap

The College recognises that some of the gender pay gap reflects the personal choices of employees and the structural differences that exist in the sector for historic reasons that the College has little ability to influence in the short term (see next paragraph for an illustration). Beyond these, it is the desire of the College that the gender pay gap should reduce further and initiatives have been introduced over the last two years to assist this.

An illustration of a structural imbalance that exists is science education: science teachers are in short supply and this creates upward salary pressure (the government itself has initiatives to reward and retain STEM focused teachers) and there are more male than female science teachers teaching A-level standard courses. One of the College's responses to this current structural imbalance is to provide facilities that will attract the best teachers irrespective of gender and we have had success with this: the College has female teachers in all science departments. Yet, while there is a structural imbalance between the number of male and female science teachers, our success is naturally at the expense of another school's gender balance. The College therefore focuses much more attention on the long-term solution of addressing the structural imbalance that exists by trying to enthuse children of both genders to engage with science and consider careers in science education. Again, the new School for Science and Sport should assist in developing children's curiosity in this area.

Key to delivering the best education and pastoral care is the employment of the best teacher or support staff member for any given role. That is the College's overriding commitment to our pupils. And while it is the case that there have been three senior female appointments to the senior management team over the last year, all appointments were based on ability, experience and merit and in the interests of the pupils here: these remain the most important determinants for recruitment and reward.

Results of initiatives

Since the prior report, the mean gap has reduced from 19.6% to 13.5% and the median gap from 16.2% to 7.5%.

Governance

The College's commitment to ensuring it is reflective of society as a whole is mirrored by appointments to the governing body and governing committees and the College currently has female governors occupying key positions overseeing major aspects of the College's life including: education, safeguarding, boarding, Prep, Pre-Prep and Nursery, risk, compliance and Gender Pay Gap reporting.

College's approach to gender pay gap management

The College's approach to gender pay gap management continues to adhere to the following fundamental principles of equality which we hope demonstrates with integrity to our pupils the values we wish to see embedded not just in our culture at the College but that of wider society:

- i) All staff should be treated equally in their terms and conditions of employment where they are employed to do work that is the same or broadly similar, of equal value in terms of effort, skill or decision making or rated as equivalent; and
- ii) The best person should be appointed to any role.

We believe (and we educate our pupils to recognise) that these basic principles of equality and meritocracy should be true irrespective of not just whether individuals are male, female or do not identify with either gender but also irrespective of any other characteristic that should be irrelevant to a particular role which could be race, sexual orientation, faith (Chaplain aside) and so on.

The College recognises its obligation through education to try to address inappropriate structural differences that may be in the current workforce. Specifically, we endeavour to ensure that our pupils, irrespective of gender (and other protected characteristics) are equally encouraged to: consider all possible future career options; take positions of leadership and responsibility; learn to overcome their fears; develop their abilities to succeed in the world of work through public speaking, business planning and teamwork; develop creativity through the arts; embrace the curiosity that leads to scientific advancement; explore humanities; and develop humanitarian and community responsibility.

We hope our approach will help achieve a more acceptable future where any gender pay gap that exists in subsequent generations of the workforce (in whichever direction that may be) is there because it is a true reflection only of the individual choices of those who comprise that workforce.

Declaration

I confirm that our data has been calculated according to the requirements of the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017.

Liz Savage

Governor