

## St George's Academy

### Addressing our Gender Pay Gap Report as at 31 March 2023

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 1 April 2022 to 31 March 2023. The previous figures as at 31 March between 2017 and 2022 are included for comparison.

#### Our pay gap results

##### Difference in Hourly Rate of Pay

	2023	2022	2021	2020	2019	2018	2017
Mean Pay Gap	9.50%	9.28%	5.92%	14.65%	17.24%	16.3%	17.6%
Median Pay Gap	15.60%	10.51%	10.51%	39.52%	37.26%	28.4%	28.7%

Whilst a slight increase on the 2022 figure, our mean gender pay gap for 2023 continues to show a significant drop when compared to the figures reported between 2017 and 2020. As previously indicated, 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.

Between 1 April 2022 and 31 March 2023, we also appointed to several new LSA roles. As with previous years, these positions primarily attracted a field of female applicants. As one of our lower paid roles within the Academy, the subsequent appointments contributed to the increase in the mean gender pay gap figures as shown above.

The personal lifestyle choices of staff 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. In addition to our LSA opportunities, our Midday Supervisor (MDSA) roles, consistently attract more female applicants. This is felt to be due to the associated working patterns and opportunity to work during school hours/term time only. Largely submitted by our female workforce, the last year has also seen a number of new flexible working applications being submitted. With applications having seen supported across all four percentiles, this has to some extent contributed to the increase in both the mean and median pay gap, whilst at the same time allowing staff to balance work and home commitments and assisting the school to retain key talents and skills.

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 still 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. The higher proportion of men now appearing in our lower quartile, continues to be influenced by the reduction in female Invigilators working with the Academy under a Casual Worker Agreement.

We have however also seen an increase in male applications to our LSA roles, supporting increased diversity across these positions.

The figures relating to our female staff members continue to 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 and is now at its highest level. As previously reported, the majority of members on the senior leadership team also continue to be female including the current Principal.

Specific to March 2023, it should also be acknowledged that the figures were impacted by the recent Teacher Strike Action. Having had to subsequently remove the data for several staff members ordinarily appearing in the Upper Middle Quartile, this resulted in a larger impact for our female staff members when compared to our male counterparts.

### Pay Quartiles

	Lower Quartile	Lower Middle Quartile	Upper Middle Quartile	Upper Quartile
Male	25% (28%) (29.33%) (7.69%) (13.10%) (22.6%) (18.8%)	15.28% (16%) (21.05%) (32.91%) (28.92%) (18.8%) (25.3%)	24.66% (22.67%) (27.63%) (32.91%) (29.76%) (34.1%) (36.2%)	31.94% (33.33%) (34.67%) (34.18%) (36.14%) (34.5%) (32.9%)
Female	75% (72%) (70.67%) (92.31%) (86.90%) (77.4%) (81.2%)	84.72% (84%) (78.95%) (67.09%) (71.08%) (81.2%) (74.7%)	75.34% (77.33%) (72.37%) (67.09%) (70.24%) (65.9%) (63.8%)	68.06% (66.67%) (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 2023. The figures in brackets show the break down as reported at 31 March 2022.

Male Employees	24.22% (25%)
Female Employees	75.78% (75%)

### 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 more we can do to help reduce the gender pay gap across our workforce. Some of the actions we continue to take are outlined below:

- Providing equal access to flexible working opportunities to all 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).