



The Arthur Terry Learning Partnership Gender Pay Gap Narrative based on a snapshot of data as at 31st March 2108

Introduction

In 2018, all companies, including schools/multi-academy trusts, with 250 or more employees were required to publish their gender pay gap under new legislation which came into force in April 2017. The snapshot date for relevant employees each year is 31st March. This is the second year of data reporting.

The gender pay gap is the difference between the hourly rate of pay of male employees and female employees (as set out in the regulations), expressed as a percentage of the hourly pay rate of the male employees.

Employers are required to provide data which shows any gap in the hourly rate between men and women, on both a median basis (the middle of the range), and the mean basis (the average of all in the range).

In addition, employers are required to show the distribution of gender, the number of men and women, across four equal quartiles.

Employers are also required to disclose the percentage of staff receiving a bonus and the gender gap in bonus payments.

Note re Method of calculation

The method of calculation used for The ATLP, as at 31st March 2017, followed the method set out by Government guidance, but which did not take account of term time only working.

The Gender Pay Reporting Regulations themselves do not account for term time only working. This meant that on a technical application of the Regulations, term time only employees could appear to be paid at an artificially low gross hourly rate. This in turn would lead to a distorted gender pay gap.

The Government Equalities Office and ACAS have now issued updated joint guidance which allows schools and academies to report their data in a way that more meaningfully reflects atypical working arrangements such as term time only working.

For this report, the method of calculation, for data as at 31st March 2018, has been amended, to accurately reflect term time only working. Therefore a direct comparison with 2017 data is not possible.



**The Gender Pay Gap at The Arthur Terry Learning Partnership (The ATLP)
Breakdown of employees (male/female)**

Overall, as at the point of the snapshot, the Trust has 77.02% female and 22.98% male workforce. The percentage of female to male members of staff is higher across all four quartiles of the organisation, however, in quartiles 1 to 3, the breakdown of females to males is broadly in line, i.e. 20/80, but in quartile 4, which are the more senior positions, the breakdown is 33/66, i.e. the ratio of males to females is greater at the higher end.

	Male		Female		Total
	Number	%	Number	%	Number
Q1	35	19.89	141	80.11	176
Q2	37	21.02	139	78.98	176
Q3	31	17.61	145	82.39	176
Q4	59	33.33	118	66.67	177
Total	162	22.98	543	77.02	705

The gender pay gap within The ATLP

See Appendix 1

Overall pay gap based on a median basis

The overall gender pay gap as at 31st March 2018 is 4.24% on a median basis.

This is compared to a UK median of 8.6% in April 2018 and 9.1% in April 2017, as reported by the Office for National Statistics.

Overall pay gap based on a mean basis

The overall gender pay gap as at 31st March 2018, based on the mean hourly rate, is 11.38%. As at 31st March 2017 this was 11.68% on a mean basis.

Narrative

The ATLP are confident that the gender pay gap identified, albeit moderate, is not an issue which arises out of unequal treatment based on gender. The ATLP approach to pay is gender neutral, with pay decisions based on The ATLP pay policy. Pay scales within The ATLP are based on the School Teachers Pay and Conditions Document, and for support staff we apply the pay scales inherited through TUPE



transfer from Birmingham City Council, Warwickshire Local Authority, and Staffordshire Local Authority, which are based on NJC pay values, and have been assessed through job evaluation.

The data identifies there are a significantly higher number of female to male employees across The ATLP in all quartiles, with women in Q1 to Q3 earning marginally more than men, and, in Q4, the top end, men are earning more than women.

Our data shows more females than males in roles which are at the lower end of the pay band. A large proportion of these roles are part-time and/or term time only and do not carry any additional responsibility. These roles tend to attract more women to apply, as they offer the hours and flexibility to fit around childcare, which in the UK is still traditionally a female activity. Term time only working is particularly attractive for women who have children, and it is still traditional that it will be women who will apply for term time only roles, not men. It is also common that women returning from maternity leave, or those who have school aged children, will seek to give up posts which carry responsibility as they perceive this to give them better work/life balance with their families. Males tend to want to apply for roles which are full-time and seek to take on added responsibility and promotion where this is available.

Feedback from these women has been that the role of a teacher is extremely pressurised, with significant marking, planning and preparation being undertaken at home during evening and weekends, coupled with the additional leadership responsibilities, they choose to surrender the additional responsibility of a middle leader role to have more quality time with family. The ATLP have already put in place a number of work-life balance initiatives and are committed to enhancing these and to promoting smarter working practices. In addition, we have seen an increase in the number of male teachers requesting flexible working.

Having said this in Q1 to Q2, women earn marginally more than men, with both the mean and median salaries for women being higher. One explanation for this difference is that at this level, there are more women with longer service than men and have therefore progressed up the pay scale. Generally, more women are attracted to working in schools to have shorter working days to match their children's school day, and time off in school holidays, to fit around child care commitments. Once working in a school, many women will remain there for many years, working their way through the grade structure, with increases each year based on performance, until they reach the top of the grade. Men who take up roles in schools tend to be more mobile and the turnover is higher, with male employees not always reaching the top of their grade before leaving to take up other jobs which are generally higher paid, or are not pro rata to term time only, outside of the school sector.

In Q3 the data shows a gender pay gap for both mean and median calculations, where men are being paid less than women; the mean pay gap calculation shows



women being paid an average of £0.83 per hour more, and the median is £1.28 per hour more than men.

In Q4, using the mean basis of calculation, there is a gender pay gap of 3.59%, where men are paid an average of £1.02 per hour more. Using the median basis of calculation, there is a gender pay gap of 2.50%, where men are paid 0.64 p per hour more than women overall. Of the 177 posts in Q4, 173 are for teaching staff, and 4 are for support staff. Therefore, the gender pay outcome is influenced by the way the School Teachers Pay and Conditions Document determines the salary levels at primary and secondary level. Salaries are determined according to pupil numbers, age weighting, and school sizes, which therefore translates that secondary heads are paid higher than primary heads, as traditionally primary schools are smaller in size to secondary schools. Even where primary schools have higher pupil numbers, the ages are weighted with secondary weighting being greater than primary. Although there are a higher number of women than men in this quartile, the women tend to be predominantly from the primary sector, which has lower pay levels.

The ATLP does not pay any bonus payments and so therefore has no data to present and no gender pay gap relating to bonus payments.

What does this mean for The ATLP?

Whilst the gender pay gap data presented for The ATLP compares favourably generally we must not be complacent and we must seek to continually close the gap further.

Actions The ATLP can take to support this are:

- Continue with equal opportunity recruitment practices.
 - Using gender neutral language in job adverts
 - Using a variety of channels to attract a diverse field of candidates
- Offer part time and flexible working opportunities for both male and female employees on an equal basis regardless of gender, and work to overcome any cultural views and restrictions to flexible working.
- Continue with and seek to enhance, well-being, work-life balance initiatives and promote smarter working practices.
- Continue to maximise and encourage development and progression opportunities for all employees, regardless of gender.
- Undertake a review of pay scales across the partnership, for both teaching and support staff taking in to account the national changes on support staff pay due to the changes to the minimum and living wage.
- Continue with fair and consistent application of The ATLP pay policy across the MAT.
- Work with the children in The ATLP to remove stereotypes and gender bias.



Statutory Information

Difference in mean and median hourly rate of pay as at 31st March 2018

	Difference in the mean hourly rate of pay	Difference in the median hourly rate of pay
Pay gap difference as a %	11.38%	4.24%

Difference in the mean and median bonus pay as at 31st March 2018

	Difference in the mean hourly rate of pay	Difference in the median hourly rate of pay
Pay gap difference as a %	Not applicable	Not applicable

Proportion of Males and females in each quartile band

See table on page 2

Appendix 1

	Male Mean	Female Mean	Gap	%		Male Median	Female Median	Gap	%
Q1	£8.68	£8.88	-£0.20	-2.30	Q1	£8.82	£8.91	-£0.09	-1.02
Q2	£12.36	£12.54	-£0.18	-1.46	Q2	£13.03	£13.12	-£0.09	-0.69
Q3	£16.92	£17.75	-£0.83	-4.90	Q3	£15.86	£17.14	-£1.28	-8.07
Q4	£28.39	£27.37	£1.02	3.59	Q4	£25.42	£24.78	£0.64	2.52



