



**CATHEDRAL
SCHOOLS
TRUST**

**CST Gender Pay Gap Summary
For Year ending 31 March 2019**

Contents:

- 1. Summary**
- 2. Background**
- 3. Reportable Gender Pay Data**
- 4. Commentary on Reportable Gender Pay Data**
- 5. Gender Pay Gap Progression since last reporting date**
- 6. Identified actions to address the CST Gender Pay Gap**

1. Summary

This report provides a summary of the gender pay gap reporting requirements, as well as a considered analysis and explanation of the data and findings for Cathedral Schools Trust (CST).

2. Background

Cathedral Schools Trust was established in February 2016 to include Bristol Cathedral Choir School (an academy since 2008) and Cathedral Primary School (a free school that opened in 2013). Headley Park Primary School and Victoria Park Primary School joined the trust in August 2017 and St Katherine’s School joined in January 2019. The employees of these schools as at 31 March 2019, together with those employed to work in the Central Team, are the basis for this report. Since the effective date for this report, the trust has grown to include Stoke Park Primary School (which joined in June 2019) and Trinity (a free school opened by the trust in September 2019).

School	Phase	Type	Number on roll as at 3 Oct 2019 (census date)	Location
Bristol Cathedral Choir School	Secondary	Academy (C of E designation)	1,084 currently, rising to 1,150 by 2021	College Square, Bristol BS1 5TS
Cathedral Primary School	Primary	Free school (Christian ethos)	362 currently, rising to 420 by 2020	College Square, Bristol BS1 5TS
Victoria Park Primary School	Primary	Academy	419	14 Atlas Rd, Bristol BS3 4QS
Headley Park Primary School	Primary	Academy	416	Headley Lane, Headley Park, Bristol BS13 7QB
St Katherine’s School	Secondary	Academy	883	Pill Road, Pill, Bristol BS20 0HU
Stoke Park Primary School	Primary	Academy	200	Brangwyn Grove, Lockleaze, Bristol BS7 9BY
Trinity	Secondary	Academy	120	Brangwyn Grove,

Academy				Lockleaze, Bristol BS7 9BY
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As at the effective date of 31 March 2019, CST employed 447 people (31 March 2018:325) of whom 113 (2018:73) identified as male and 334 (2018:213) identified as female. CST is required by law to carry out gender pay gap reporting under the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017. As an employer with over 250 employees, CST is required to publish statutory pay gap calculations every year.

The following pay gap information is required:

- Gender pay gap (mean and median averages)
- Gender bonus gap (mean and median averages)
- Proportion of men and women receiving bonuses
- Proportion of men and women in each quartile of the organisation's pay structure

This data is presented to the CST Executive Team and Board of Trustees annually to ensure any concerns are reviewed and appropriate actions put in place to address them, where necessary.

3. Reportable Gender Pay Data

WHOLE TRUST	<u>Value (31 March 2019)</u>	<u>Value (31 March 2018)</u> <i>as previously reported</i>
Mean Pay Gap	30.5%	34.0%
Median Pay Gap	41.4%	42.5%
Mean Bonus Gap	68.4%	76.9%
Median Bonus Gap	68.4%	76.9%
Proportion of males and females receiving a bonus payment	1.8% of males and 0.3% of females	2.6% of males and 0.8% of females
Proportion of males and females in each Quartile Pay Band		
- Lower Quartile	14% male; 86% female	7% male; 93% female
- Lower Middle Quartile	16% male; 84% female	12% male; 88% female
- Upper Middle Quartile	24% male; 76% female	33% male; 67% female
- Upper Quartile	47% male; 53% female	41% male; 59% female

Although we are only required to report the above aggregated data, we also propose reporting the data analysed separately for teaching and support roles. This is consistent with what was reported last year and also with the approach of other educational bodies as it is considered to be more meaningful.

TEACHERS	<u>Value (31 March 2019)</u>	<u>Value (31 March 2018)</u> <i>as previously reported</i>
Mean Pay Gap	17.8%	13.5%
Median Pay Gap	9.0%	7.0%
Proportion of males and females receiving a bonus payment	1.8% of males and 0% of females	3.9% of males and 1.2% of females
Proportion of males and females in each Quartile Pay Band		
- Lower Quartile	21% male 79% female	33% male 67% female
- Lower Middle Quartile	34% male 66% female	36% male 64% female
- Upper Middle Quartile	38% male 62% female	33% male 67% female
- Upper Quartile	60% male 40% female	56% male 44% female

SUPPORT STAFF	<u>Value (31 March 2019)</u>	<u>Value (31 March 2018)</u> <i>as previously reported</i>
Mean Pay Gap	10.4%	20.0%
Median Pay Gap	7.5%	14.7%
Proportion of males and females receiving a bonus payment	0% of males and 0.3% of females	0% of males and 0.6% of females
Proportion of males and females in each Quartile Pay Band		

- Lower Quartile	14% male	86% female	6% male	94% female
- Lower Middle Quartile	13% male	87% female	12% male	88% female
- Upper Middle Quartile	17% male	83% female	12% male	88% female
- Upper Quartile	20% male	80% female	19% male	81% female

4. Gender Pay Data Commentary

CST is committed to the promotion of equality, opportunity and choice for employees and supports the fair treatment of all staff irrespective of gender through our transparent recruitment process, Employment Handbook and professional development.

CST applies pay scales to all staff regardless of gender. Separate pay scales are in use for Teaching and Support staff which is the norm across the education sector. As a result, the Gender Pay Data has been presented both for the Trust as a whole and split by each of these employee groups.

CST is proud of its family friendly provisions such as part-time and term-time only working. The flexibility which these provisions offer attract individuals at all levels but particularly into Support roles, where females may actively seek more flexible work as part of lifestyle choices.

The gender pay gap is significantly smaller for each of Teaching and Support staff than it is for the Trust as a whole, which reflects the calculation method and the fact that women are disproportionately represented in the (on average) lower paid Support roles (women make up 84%) compared with the (on average) higher paid Teaching roles (women make up 61%). For Teachers, a relatively small difference in the hourly pay rate for males and females is divided by a high hourly rate, resulting in a small percentage variance. For Support staff, there is an even smaller difference between the hourly pay rate of male and female employees which, even though divided by a small hourly rate, still results in a small percentage variance. For the Trust as a whole however, the fact that women are disproportionately represented in the lower paid Support roles, has the effect of widening the difference in the average hourly pay rates, and in turn, the percentage pay gap.

In summary, the CST Gender Pay Gap primarily reflects the workforce composition. Men and women are paid on the same pay scales for the same roles, but the lower paid roles are disproportionately undertaken by women which is one of the key drivers behind the Whole

Trust gender pay gap. However, CST recognise that a gender pay gap exists within both Teaching and Support staff groups and continues to actively work to narrow these gaps.

5. Gender Pay Gap Progression since the Last Reporting Date

In order to meaningfully analyse the changes over the past 12 months, it is important to consider the impact of the growth of the Trust and in particular the fact that St Katherine's staff TUPE'd into the Trust on 1 January 2019. Whilst such growth is positive for the Trust as a whole, it doesn't offer the opportunities to implement, for example recruitment strategies, to address the gap. As at the reporting date, there were 101 job roles at St Katherine's School, accounting for 83% of the year on year increase. It is reasonable therefore to expect some variance in the reportable gender pay data. We see for example that for Support staff there has been a 5% adverse movement in the representation of females in the Upper Middle Quartile and a 8% adverse movement in the Lower Quartile. However, this scale of variance is reasonable in the context of male support staff numbers increasing from 24 to 41 (71% increase) whilst female support staff numbers increased by only 29%.

At the Whole Trust level, there is a small narrowing of both the mean and median pay gaps. However, by analysing Teachers and Support staff separately, we see that the gap has actually widened slightly for Teachers, whilst there has been a dramatic narrowing of the gap for Support staff. These changes are to be expected within the context of the growth of the Trust and the TUPE'd staff. For both the Teaching and Support staff categories, and with both types of average, the gap remains at less than 20%.

6. Identified actions to address the CST Gender Pay Gap

Last year we reported on the CST gender pay gap as of 31 March 2018 and in that report we identified a number of measures to address the findings. Our progress in these areas is reviewed by the CST HR Committee and summarised here along with our proposed actions for 2019/2020:

Actions from GPG at 31 March 2018	Progress	Further Action
Ensure interview panels are diverse.	CST are working closely with Headteachers to promote options for flexible working/job share opportunities when advertising new roles and wherever possible to have both genders represented on interview panels.	Continue to ensure interview panels are balanced and that sufficient females receive Safer Recruitment training in order to participate on the panels.
Review the gender balance at all levels of governance across CST.	We have appointed a Governance Lead across all CST schools and part of their role is to consider any gender imbalance. LGBs and Trustees have a good gender balance.	Continue to review the gender balance at all levels of governance across CST.
Review and amend all HR forms and policies to ensure that they do not prejudice women.	<p>All policies reviewed as part of CST Employment Manual update</p> <p>Family Leave and flexible working policies highlighted to CST Heads and communicated to all staff</p>	<p>All recruitment forms to be reviewed and updated as part of iTrent implementation</p> <p>Further promote family leave and flexible working arrangements for both genders to encourage a more even share of part-time working.</p> <p>Focus on enabling families to redistribute caring responsibilities.</p>
Establish a People Strategy group with a remit to consider and support:	<p>People Strategy Group established with representation from across CST, teaching and support roles.</p> <p>Meeting on a termly basis with much success.</p>	Continue to develop the work and engagement of People Strategy Group. Involve in the implementation of actions identified in this report.

<p>Best practice in the representation of women in Senior Leadership and adoption of appropriate and effective measures, including mentoring and career development pathways</p>	<p>Groups initiated to discuss and influence policy and initiatives within CST including : Women in Leadership Programme ac; The Equalities Group</p>	<p>Identify and publish opportunities within CST Senior Leadership that are more easily accessible to both genders e.g. Associate SLT secondment</p>
<p>Collaboration with other educational providers to provide development for Senior Leadership, for example Emerging Leadership programmes</p>	<p>The CST CPD lead has worked closely with other educational providers and MATs to initiate guidelines for Emerging Leadership programmes.</p>	<p>Continue to partner with other educational providers, MATs to initiate guidelines and lead Emerging Leadership programmes.</p>
<p>Gather and analyse data on success of current flexible working policies and identify areas for improvement</p>	<p>The CST staff survey has been used to gather and analyse data and this provides baseline data for subsequent surveys</p>	<p>Ask departing staff in exit interviews and/or through employee questionnaires</p> <ul style="list-style-type: none"> ● how well curent flexible working policies are working for both genders.. ● what would encourage more men to take time out to care for their families or enable more women to progress in your organisation alongside raising a family. <p>Analyse imbalances between men and women working flexibly:</p> <ul style="list-style-type: none"> ● the level of work at which people work flexibly. ● check the proportions of men and women taking shared parental

		<p>leave (Teaching vs Support)</p> <ul style="list-style-type: none"> the proportion of women who stay within CST schools after more than one instance of maternity leave
Ongoing review of our attraction as an Employer of Choice using forums and regular consultation with staff and adapting practice following informed feedback		Ensure usage of gender neutral language in job adverts, emphasise commitment to flexible working in adverts and at interview

As the table above demonstrates, the action plan for 2019/20 continues to target the root causes of the gender pay gap within CST by focusing on:

- building on foundations established in cross functional groups such as the People Strategy Group and The Equalities Group to incorporate diverse inputs into policy and process improvements
- gathering and analysing data around usage of flexible working arrangements in order to identify areas for improvement
- promoting and supporting the return to work for women after maternity leave as well as promoting family leave and flexible working arrangements within the male population to encourage a more even share of part-time working.
- developing and promoting more flexible opportunities to encourage a higher take up of senior leadership opportunities within the female workforce.
- encouraging discussion across all levels of leadership, to ensure that the gender pay gap becomes everyone's responsibility