



**CATHEDRAL
SCHOOLS
TRUST**

**CST Gender Pay Gap Summary
For Year ending 31 March 2021**

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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).

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.

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, St Katherine's School joined in January 2019, Stoke Park Primary School joined in June 2019 and Trinity, a free school, opened by the trust in September 2019.

Since the effective date of the previous report (March 2020), the trust has not grown any further. The employees of these schools as at 31 March 2021, together with those employed to work in the Central Team, are the basis for this report.

School	Phase	Type	Number on roll as at 3 Oct 2021 (census date)	Location
Bristol Cathedral Choir School	Secondary	Academy (C of E designation)	1,182	College Square, Bristol BS1 5TS
Cathedral Primary School	Primary	Free school (Christian ethos)	426	College Square, Bristol BS1 5TS

Victoria Park Primary School	Primary	Academy	412	14 Atlas Rd, Bristol BS3 4QS
Headley Park Primary School	Primary	Academy	411	Headley Lane, Headley Park, Bristol BS13 7QB
St Katherine's School	Secondary	Academy	961	Pill Road, Pill, Bristol BS20 0HU
Stoke Park Primary School	Primary	Academy	208	Brangwyn Grove, Lockleaze, Bristol BS7 9BY
Trinity Academy	Secondary	Academy	421 currently, rising to 1,250 by 2025	Brangwyn Grove, Lockleaze, Bristol BS7 9BY

As at the effective date of 31 March 2021, CST employed 583 relevant employees as defined by the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017 (2020: 575) of whom 556 met the definition of full-pay relevant employee (2020: 527)

Of those 556 (2019: 527) full-pay relevant employees, 134 (2020:124) identified as male and 422 (2020:403) identified as female. CST therefore has a gender mix of male:female of 24%:76% (2020: 24%:76%).

3. Reportable Gender Pay Data

WHOLE TRUST	<u>Value (31 March 2021)</u>	<u>Value (31 March 2020)</u> <i>as previously reported</i>
Mean Pay Gap	26.9%	27.8%
Median Pay Gap	41.3%	41.1%
Mean Bonus Gap	n/a	n/a
Median Bonus Gap	n/a	n/a
Proportion of males and females receiving a bonus payment	0.7% of males and nil% of females.	1.6% of males and nil% of females.
Proportion of males and females in each Quartile Pay Band		
- Lower Quartile	16% male; 84% female	13% male; 87% female
- Lower Middle Quartile	17% male; 83% female	16% male; 84% female
- Upper Middle Quartile	22% male; 78% female	26% male; 74% female
- Upper Quartile	41% male; 59% female	40% male; 60% female

Although we are only required to report the above aggregated data, we have also opted to report the data disaggregated into Teaching and Support roles. The inclusion of disaggregated data is consistent with what we reported last year and also with the approach of other educational bodies as it is considered to be more meaningful. This is because - as is the case across the Education sector - separate pay scales apply to each group as well as differing full time hours (which form part of the calculation when determining hourly pay).

At 31 March 2021, the 556 full-pay relevant employees employed by CST comprised 235 teachers [34%male:66%female] and 321 support staff [16%male:84%female] ; (31 March 2020: 527 full-pay relevant employees comprising 227 teachers [35%male:65%female] and 300 support staff [15%male :85%female]).

TEACHERS	<u>Value (31 March 2021)</u>	<u>Value (31 March 2020)</u> <i>as previously reported</i>
Mean Pay Gap	16.1%	14.1%
Median Pay Gap	8.9%	5.2%
Proportion of males and females receiving a bonus payment	1.2% of males and nil% of females	1.6% of males and nil% of females
Proportion of males and females in each Quartile Pay Band		
- Lower Quartile	27% male 73% female	32% male 68% female
- Lower Middle Quartile	22% male 78% female	26% male 74% female
- Upper Middle Quartile	34% male 66% female	32% male 68% female
- Upper Quartile	55% male 45% female	52% male 48% female

SUPPORT STAFF	<u>Value (31 March 2021)</u>	<u>Value (31 March 2020)</u> <i>as previously reported</i>
Mean Pay Gap	6.6%	7.6%
Median Pay Gap	-0.2%	9.4%
Proportion of males and females receiving a bonus payment	Nil% of males and Nil% of females	Nil% of males and Nil% of females
Proportion of males and females in each Quartile Pay Band		
- Lower Quartile	14% male 86% female	13% male 87% female
- Lower Middle Quartile	20% male 80% female	19% male 81% female
- Upper Middle Quartile	18% male 82% female	13% male 87% female
- Upper Quartile	15% male 85% female	13% male 87% 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 all protected characteristics including 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 66%).

For Teachers, a relatively small difference in the hourly pay rate for males and females is divided by the higher male hourly rate, resulting in the reported percentage variance. For Support staff, there is an even smaller difference between the hourly pay rate of male and female employees but, because this is then divided by a smaller male hourly rate, still results in a discernible 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

Overall :

We are pleased to report that the mean gender pay gap for the Trust as a whole has reduced by 0.9% which reflects the fact that year on year the mean average pay for females has increased by more than that for males.

It is regrettable that there is however a small increase in the median gender pay gap by 0.2%. Whilst we acknowledge this worsening position and will continue to take measures to address it, our analysis has indicated that this worsening position is driven in part by the sensitivity of the median calculation to a wide range of hourly pay rates with relatively few individual values as is the case with the male hourly pay rates. If we had employed 2 additional males with pay below the middle value, then the median gender pay gap would drop to 39.3% which is lower than the previous year's figure. The quartiles data indicates, in general, a slight increase in the proportion of male to female representation at each level which is consistent with the increase in male employees by 10 (8%) and of female employees by 19 (5%). This supports success in our desire to appoint and promote to all levels regardless of gender. We have however noted an exception in the Upper Middle Quartile where female representation has increased and male declined. The Upper Middle Quartile for the whole Trust is comparable with the 2 Lower Quartiles for Teaching and the Upper Quartile for Support. By inspection of the quartile data reported for these disaggregated groups, we can see that the Trust position is driven by an increase in female representation in the 2 Lower quartiles for Teaching. This suggests that there has been proportionately higher recruitment of female staff into early and mid career teaching posts. We see this as positive because recruitment at this stage brings females onto our career development pathways, so that in time they may progress to the Teaching Upper quartiles which are still male dominated.

Teachers:

We are disappointed to report a widening of the gender pay gap using both measures for Teachers. This reflects the fact that on average male pay has increased by more than female pay since our last report. This is borne out in the quartiles data. As noted above, the quartiles data suggests that there has been a proportionately higher level of females rather than males being recruited or promoted to the junior teaching roles. This in itself is positive as it provides the opportunity for career development and includes females who've progressed from support to teaching roles. However, the Upper quartiles data shows a small but significant increase in male representation. We intend to analyse this further to understand the specifics and to develop our strategy to address the findings as appropriate.

Support:

We are very pleased to report a narrowing of the gender pay gap for support staff on both measures; indeed the median average has in fact reversed year on year with median average female pay now exceeding that for males. The quartiles data continues to show a broadly consistent split between males and females at each level - as was the case last year - although this year the proportion of males in each quartile is slightly higher than the proportion of females. This reflects the fact that there has been a proportionately greater increase in the number of male staff compared with female staff (20% as opposed to 5%) and the fact that this increase is seen across all quartiles supports the fact that we recruit to all levels regardless of gender.

6. Identified actions to address the CST Gender Pay Gap

Last year we reported on the CST gender pay gap as of 31 March 2020 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 will be summarised in a separate action plan.

The action plan will continue to target the root causes of the gender pay gap within CST by focusing on below for 2021/2023:

- building on foundations established in cross functional groups such as the People Strategy Group, The Equalities Group and The Equalities Workforce Sub 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 and analyse the results
- developing and promoting more flexible opportunities to encourage a higher take up of senior leadership opportunities and recruitment within the female workforce and analyse the results
- insist on discussion across all levels of leadership, to ensure that the gender pay gap becomes everyone's responsibility
- considering how to improve the representation of men at under represented levels eg SMSAs, LSAs, admin staff