

Gender Pay Gap Report

Snapshot Date: 31st March 2020

As an employer we are required by law to carry out Gender Pay Reporting under the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017. This involves carrying out six calculations that show the difference between the average earnings of men and women across the Trust.

The East Midlands Education Trust is committed to equality for all staff irrespective of gender. Our clear Pay Policy includes nationally negotiated pay scales, with Teaching scales aligned to the School Teachers' Pay and Conditions Document and Associate pay set by the National Joint Council for Local Government Services. Associate pay is also subject to a transparent Job Evaluation process, using the London Job Evaluation Scheme, to ensure that all staff are paid equally for work of equal value. Staff move through the pay scales for their grade based on performance measured through the annual Appraisal process.

Since the last report on 31st March 2019, the Trust has evolved to create a central team encompassing Finance, HR, Services, Governance and Leadership. Although some staff transferred to the central team from our schools, new higher value posts have also been created. This change has undoubtedly impacted on our gender pay gap figures with the majority of the new higher value jobs being filled by women.

Using pay data for the 1370 members of EMET staff employed on 31st March 2020 (the snapshot date) the following calculations were made:

DESCRIPTION	OUTCOME (March 2020)	OUTCOME (March 2019)	OUTCOME (March 2018)	OUTCOME (March 2017)
Mean average gender pay gap	17.1%	21.9%	20.0%	22.5%
Median average gender pay gap	36.1%	44.6%	39.3%	47.1%
Mean average bonus gender pay gap	0%	0%	0%	0%
Median average bonus gender pay gap	0%	0%	0%	0%
Proportion of males and proportion of females receiving a bonus payment	0% / 0%	0% / 0%	0% / 0%	0% / 0%

Proportion of males and females when divided into four groups ordered from lowest to highest pay				
	March 2019		March 2019	
	Male	Female	Male	Female
Q1 – Top quartile (342 staff)	36.5%	63.5%	38.2%	61.8%
Q2 – Upper middle quartile (343 staff)	30.9%	69.1%	30.6%	69.4%
Q3 – Lower middle quartile (342 staff)	27.5%	72.5%	18.4%	81.6%
Q4 – Lower quartile (343 staff)	17.2%	82.8%	18.3%	81.7%

Having the two lower quartiles dominated by women explains our median average gender pay gap of 36.1%. Overall, it can be seen that the gender pay gap is a result of a higher number of women in lower graded roles. This is traditionally the case in schools as many of the lower graded posts work during term time only or have working hours which could easily fit around school drop off and pick up times. As a society the norm is still for the female parent to carry out the majority of childcare responsibilities in the home, and these roles tend to favour families with school age children.

However, when the gender pay gap was calculated separately for teaching and associate staff the figures for each staff group were very different from the overall calculations:

TEACHING STAFF	OUTCOME (March 2020)	OUTCOME (March 2019)	OUTCOME (March 2018)	OUTCOME (March 2017)
Mean average gender pay gap	5.7%	6.0%	4.4%	6.3%
Median average gender pay gap	3.6%	0%	0%	0.1%

ASSOCIATE STAFF	OUTCOME (March 2020)	OUTCOME (March 2019)	OUTCOME (March 2018)	OUTCOME (March 2017)
Mean average gender pay gap	5.7%	5.1%	7.2%	6.2%
Median average gender pay gap	3.9%	0%	1.4%	1.7%

The gender pay gap reduces significantly when staff are compared only to those in the same occupational group, with both mean and median figures being well below the national average.

It is disappointing that the median figures for both staff groups have increased slightly this year, but we are confident these calculations show that our staff across the Trust are being paid the same for work of equal value, regardless of gender.

Reducing the Gender Pay Gap

In August 2018, the Government Equalities Office published a paper of evidence based actions for employers to take to reduce their gender pay gap. Of the multiple actions evaluated in the paper, six are listed as being 'Effective', having been tested in real world settings and found to have a positive impact. Currently EMET has embedded four of these six actions into our working practices:

1. Use skill based assessment tasks in recruitment
All posts that are recruited to within the Trust are subject to skill based assessment tasks as part of the interview process. Teachers are expected to teach a typical lesson, TAs are assessed for their interaction with students and administrative staff complete written and/or practical tests relevant to the role they have applied for. These tests carry equal weight within the recruitment process to the formal interview.
2. Use structured interviews for recruitment and promotions
All interviews conducted in the Trust are structured, with questions set in advance and asked of all candidates in order to compare answers objectively.
3. Encourage salary negotiations by showing salary ranges
All posts are advertised with a salary range. These ranges are set by job evaluation for associate posts and by the teachers' pay bands for teaching posts.
4. Introduce transparency to promotion, pay and reward processes
All promotion, pay and reward processes are transparent within the Trust. Pay and reward is clearly set out within the EMET Pay Policy which is reviewed and updated each September.

Overall, the Trust is working to reduce the Gender Pay Gap.

I can confirm that the above information has been prepared from payroll data on the snapshot date and fairly represents the Gender Pay Gap figures for the East Midlands Education Trust for 2020.

Signed: **R McDonough**

Rob McDonough
CEO