

Gender Pay Report

Date:	Snap shot date: 31 March 2019			
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Mean Pay:	The mean gender pay gap is the difference between the:			
	<ul style="list-style-type: none"> • mean (average) gross hourly pay of female employees (taken as a single group); and • mean (average) gross hourly pay of male employees (taken as a single group). 			
	Calculate the percentage difference. (note figures in brackets relates to 31.3.2018 for comparison purposes)			
	Female	Male	Difference	% gender pay gap
	13.76 (14.85)	15.23 (16.99)	1.47 (2.14)	10.6% (12.6%)
Median Pay:	The median gender pay gap is the difference between the:			
	<ul style="list-style-type: none"> • The mid-point (median) gross hourly pay of female employees (taken as a single group); and • The mid-point (median) gross hourly pay of male employees (taken as a single group). 			
	Calculate the percentage difference.			
	Female	Male	Difference	% gender pay gap
	11.42 (16.79)	16.92 (13.11)	5.50 (3.68)	32.5% (21.9%)

Pay quartiles:	Divide your overall pay range into four equal quarters giving you 4 pay bands or 'quartiles'.							
	Calculate the number of men and women in each quartile.							
	*Each quartile contains an equal number of employees.							
	The gender split in each pay quartile:							
	1 st Quartile Lower pay		2 nd Quartile		3 rd Quartile		4 th Quartile Upper pay	
Female	Male	Female	Male	Female	Male	Female	Male	
55 (81)	15 (13)	95 (67)	24 (27)	60 (58)	38 (36)	67 (60)	28 (33)	
%	79 (86.17)	21 (13.83)	80 (71.28)	20 (28.72)	61 (61.70)	39 (38.30)	71 (64.52)	29 (35.48)

Commentary

At the point in time of reporting to Her Majesties Revenue and Customs (HMRC) Craven College employed 382 employees. The Gender Pay Gap Reporting Regulations require the College to report on aggregate employee pay data based on average and not individual earnings. The data covers all relevant employees using hourly rates of pay. The aim in publicising the data is to ensure that females are not disadvantaged with regard to pay and that they are able to reach their full potential.

In the context of an educational environment, the College typically recruits predominantly female employees. (73% (277) female, 27% (105) male). The data set indicates a mean and median gender pay gap (10% and 33% respectively).

In the Lower Quartile 1. there is a significantly larger percentage of females (79%), where part time administrative posts and learner support assistants are predominantly occupied by female staff, some of whom have childcare responsibilities. Rates of pay for those on variable hour contracts across the college compared with salaried employees tend to be lower. Lower rates of pay for those on variable hour contracts result in the overall pay gap to be greater than for salaried employees, predominantly in the higher Quartiles.

The Quartiles 3-4 include a higher percentage of males (36-33%) than in the lower quartiles however, females continue to occupy the majority of these positions (58-60%). A number of females continue to work as part time teachers on an hourly paid basis, where there is the opportunity for flexibility of hours.

The Upper Quartile 4. includes the highest paid post holder, who is male. If this salary was excluded from the data, this would reduce the mean pay gap even further from 10% to 7%.

According to the Office of National Statistics the gender pay gap amongst all employees fell to 17.3% in 2019. The College gender pay gap of 10% is lower than the UK generally. Furthermore, the College gender pay gap has reduced to 10% from 12.6% for 2018.

The College is fully engaged in gender equality and diversity. The College has a comprehensive Equality and Diversity policy where the principles are fully embedded within the College's mission and vision which creates a culture of inclusiveness.

Specific actions to continue to reduce the gap include a review of the high number of employees (primarily female) who are currently employed on variable hours contracts with a view to moving some of them onto a salaried contract, promoting flexible working both in recruitment and within the existing workforce; review of career progression routes – i.e. from learner support assistant to assessor, technician to lecturer for example.

Craven College

- Has a comprehensive Equality and Diversity policy which is embedded in the College's mission and vision
- Uses standardised interview questions and processes
- Uses an anonymous application system
- Promotes the College via linked in and involves marketing team
- Use of social media to promote College and types of roles available

Future Actions

- Reviewing the high number of employees on variable hours contracts and moving some to a salaried contract
- Review of career progression routes

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