



**CATHEDRAL
SCHOOLS
TRUST**

**CST Gender Pay Gap Summary
For Year ending 31 March 2020**

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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 and St Katherine's School joined in January 2019.

Since the effective date of the previous report (March 2019), 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). The employees of these schools as at 31 March 2020, 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 2020 (census date)	Location
Bristol Cathedral Choir School	Secondary	Academy (C of E designation)	1,143	College Square, Bristol BS1 5TS
Cathedral Primary School	Primary	Free school (Christian ethos)	393 currently, rising to 420 by Sep 2021	College Square, Bristol BS1 5TS
Victoria Park Primary	Primary	Academy	419	14 Atlas Rd, Bristol BS3 4QS

School				
Headley Park Primary School	Primary	Academy	415	Headley Lane, Headley Park, Bristol BS13 7QB
St Katherine's School	Secondary	Academy	934	Pill Road, Pill, Bristol BS20 0HU
Stoke Park Primary School	Primary	Academy	207	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 2020, CST employed 575 relevant employees as defined by the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017 (2019: 460) of whom 527 met the definition of full-pay relevant employee (2019: 447)

Of those 527 (2019: 447) full-pay relevant employees, 124 (2019:113) identified as male and 403 (2019:334) identified as female. CST therefore has a gender mix of male:female of 24%:76% (2019: 25%:75%).

3. Reportable Gender Pay Data

WHOLE TRUST	<u>Value (31 March 2020)</u>	<u>Value (31 March 2019)</u> <i>as previously reported</i>
Mean Pay Gap	27.8%	30.5%
Median Pay Gap	41.1%	41.4%
Mean Bonus Gap	n/a	68.4%
Median Bonus Gap	n/a	68.4%
Proportion of males and females receiving a bonus payment	1.6% of males and nil% of females.	1.8% of males and 0.3% of females
Proportion of males and females in each Quartile Pay Band		
- Lower Quartile	13% male; 87% female	14% male; 86% female
- Lower Middle Quartile	16% male; 84% female	16% male; 84% female
- Upper Middle Quartile	26% male; 74% female	24% male; 76% female
- Upper Quartile	40% male; 60% female	47% male; 53% 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.

At 31 March 2020, CST employed 227 teachers [35%male:65%female] and 300 support staff [15%male:85%female]); (31 March 2019: 187 teachers [39%male:61%female] and 260 support staff [16%male :84%female]).

The inclusion of disaggregated data 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 2020)</u>	<u>Value (31 March 2019)</u> <i>as previously reported</i>
Mean Pay Gap	14.1%	17.8%
Median Pay Gap	5.2%	9.0%
Proportion of males and females receiving a bonus payment	1.6% of males and nil% of females	1.8% of males and nil% of females
Proportion of males and females in each Quartile Pay Band		
- Lower Quartile	32% male 68% female	21% male 79% female
- Lower Middle Quartile	26% male 74% female	34% male 66% female
- Upper Middle Quartile	32% male 68% female	38% male 62% female
- Upper Quartile	52% male 48% female	60% male 40% female

SUPPORT STAFF	<u>Value (31 March 2020)</u>	<u>Value (31 March 2019)</u> <i>as previously reported</i>
Mean Pay Gap	7.6%	10.4%
Median Pay Gap	9.4%	7.5%
Proportion of males and females receiving a bonus payment	Nil% of males and Nil% of females	Nil% of males and 0.3% of females
Proportion of males and females in each Quartile Pay Band		
- Lower Quartile	13% male 87% female	14% male 86% female
- Lower Middle Quartile	19% male 81% female	13% male 87% female
- Upper Middle Quartile	13% male 87% female	17% male 83% female
- Upper Quartile	13% male 87% female	20% male 80% 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 85%) compared with the (on average) higher paid Teaching roles (women make up 65%).

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 Stoke Park Primary School staff TUPE'd into the Trust in June 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 50 job roles at Stoke Park Primary School, accounting for 63% of the year on year increase.

Trinity Academy, by contrast, is a new school which has provided the opportunity for recruitment, but being in its founding year is still small and actually only 13 positions were externally recruited. However, alongside recruitment for Trinity Academy, we have seen growth in other Trust schools providing opportunities both for external recruitment and for internal promotion.

We are encouraged that the data reported suggests a narrowing of the gender pay gap and in turn the effectiveness of the strategies we have put in place to this end. There is a narrowing of the gender pay gap at the whole Trust level using both the mean and median averages, albeit only small on the median basis. We also note a reduction in the gap for teaching roles using both measures and a reduction in the gap for support roles using the mean average although an increase for support roles using the median average.

The gender mix at CST as a whole remains virtually unchanged year on year being 24%male:76%female (2019: 25%:75%). As a result it is particularly meaningful to compare movements in the quartile data and here again results are encouraging. For the whole Trust, the quartile reporting shows a 7% increase in female representation in the Upper Quartile which we believe to be evidence of the impact of our Women in Leadership programmes as borne out by a marked increase in female representation in the top three quartiles for the disaggregated teaching data. For support roles, we see that male and

female representation is equal across all bar the Lower Middle quartile and even here it is only 6 percentage points away from the other quartiles. This indicates that we are moving towards males and females being equally (proportionately) represented at all levels within the support staff pay structure.

For both the teaching and support staff categories, and with both types of average, the gap is now less than 15%. We continue to work to further narrow this gap.

6. Identified actions to address the CST Gender Pay Gap

Last year we reported on the CST gender pay gap as of 31 March 2019 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 2020/2021:

Actions from GPG at 31 March 2018	Progress as at 31 March 2019	Further Action	Progress as at 31 March 2020	Further Action for 2020/2021
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.	Flexible working/job share opportunities have increased across the Trust.	Continue to ensure interview panels are balanced and that sufficient females receive Safer Recruitment training in order to participate on the panels. Raise awareness further of FWR and Shared parental Leave
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	Continue to review the gender balance at all levels of governance across CST.	Gender balance has improved at Member level.	Further review the gender balance at all levels of governance across CST and actively look to recruit

	gender imbalance. LGBs and Trustees have a good gender balance.			women where needed.
Review and amend all HR forms and policies to ensure that they do not prejudice women.	All policies reviewed as part of CST Employment Manual update Family Leave and flexible working policies highlighted to CST Heads and communicated to all staff	All recruitment forms to be reviewed and updated as part of iTrent implementation Further promote family leave and flexible working arrangements for both genders to encourage a more even share of part-time working. Focus on enabling families to redistribute caring responsibilities.	Recruitment forms have been reviewed and updated, iTrent roll out has begun across schools but complete roll out across Trust delayed due to Covid-19	Complete roll out of iTrent for recruitment across CST. Launch Staff intranet site to enable promotion of flexible working policies and further promotion of flexible working arrangements for both genders. Include testimonials from male staff who have taken shared parental leave.
Establish a People Strategy group with a remit to consider and support:	People Strategy Group established with representation from across CST, teaching and support roles. Meeting on a termly basis with much success.	Continue to develop the work and engagement of People Strategy Group. Involve in the implementation of actions identified in this report.		Link with the equalities group and to the work of the PSG to review and implement actions from this report.
Best practice in the representation	Groups initiated to discuss and influence policy	Identify and publish opportunities	Successful roll out of opportunities	Continue to expand on work initiated in

<p>of women in Senior Leadership and adoption of appropriate and effective measures, including mentoring and career development pathways</p>	<p>and initiatives within CST including : Women in Leadership Programme ac; The Equalities Group</p>	<p>within CST Senior Leadership that are more easily accessible to both genders e.g. Associate SLT secondment</p>	<p>within CST Senior Leadership accessible to both genders</p>	<p>Equalities Group and the Women in Leadership programme.</p> <p>Further promote mentoring and career development pathways through the HR newsletters, intranet and PDRs.</p> <p>Include in the CST strategic review with senior Trust leaders taking a lead.</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>Work with the Professional Development Director and School Improvement Coordinator to develop opportunities for senior leadership</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 current flexible working 	<p>Exit Questionnaires in place from December 2020</p>	<p>Continue to collect data from staff on flexible working policies for both genders and make sure part of exit questionnaires</p>

		<p>policies are working for both genders.</p> <ul style="list-style-type: none"> • 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 		<p>Continue to build on the increase in the number of teaching and support staff taking shared parental leave.</p> <p>Analyse the proportion of women who stay within CST schools after more than one</p>
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		<p>parental 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 		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	Included and reviewed as part of HR action plan	Continue to ensure usage of gender neutral language in job adverts, emphasise commitment to flexible working in adverts and at interview with the focus across all schools not just centrally. Be transparent and consistent in any salary negotiations.

As the table above demonstrates, the action plan for 2020/21 continues to target the root causes of the gender pay gap within CST by focusing on:

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- 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
 - considering how to improve the representation of men at all levels, including how to encourage men into roles where they are under represented eg SMSAs, LSAs, admin staff