Gender Pay Gap (GPG) Report to Trustees 28.6.21

This Report is for a snapshot of all workforce across the Trust's schools taken on 31.3.21.
Headline figures are shown for both the Mean and the Median over the last three years below and reflect a R-A-G rating in colour:

	2019 Report (30.3.18)			2020 Report (30.3.19)			2021 Report (31.3.20)		
	Male	**Female**	**GPG**	**Male**	**Female**	**GPG**	**Male**	**Female**	**GPG**
Mean GPG %	£19.76	£14.87	**24.7**	£20.42	£15.71	**23.1**	20.69	15.65	**24.36**
Median GPG %	£16.98	£11.38	**33**	£18.94	£13.20	**30.3**	19.48	13.64	**29.98**
Quartile 1 %	33.7	66.3		33.7	66.3		32.26	67.74	
Quartile 2 %	26.1	73.9		24.7	75.3		26.88	73.12	
Quartile 3 %	18.5	81.5		21.2	78.8		16.13	83.87	
Quartile 4 %	7.6	92.4		9.4	90.6		9.68	90.32	

Quartiles are within the organisation and an even split of 25% of total staff

All staff are on national pay scales, both teachers and support staff, which have no gender bias.

The Omega Trust adheres closely to Equal Opportunity legislation and guidance. The disparity between male and female staff mean pay of 24% has been static for the last three years.

The current pay gap in our academies is not unexpected and due largely to the nature of many lower-paid, part-time and term-time only roles, working in schools, which attract a predominance of female workers/applicants due to preferred family/lifestyle arrangements. Traditionally, this has in part affected leadership responsibility roles as well, although this is starting to change and more women are being recruited to higher paid roles. That said, if we consider the role of Deputy Headteacher, we see four in primaries, all female, and four at secondary, two are male and two female. This reflects a predominance of female teachers in primary schools nationally and does not reflect gender bias.

There is the potential of gender bias at appointment and/or promotion. Our values are very clear and staff are appointed on merit. Given the number of female appointments at all levels, we conclude that this is not an issue, though staffing profile are monitored. Staff's position on each scale depends on the grade set for the role and length of service in the role. Promotions are based on annual incremental rises for Support Staff and on performance for Teachers, based on the Appraisal Policy. We monitor and report on eligibility versus success, which does not present an issue. That said, not all staff apply if eligible and this is something under review, but is believed to be due in part to a preference not to accept additional accountability. Our most lowly paid role is exam invigilator and our most highly is CEO, but the GPG report offers no differentiation between these, nor any comparability in a wider context outside of the organisation. Most roles have been subject to pay evaluation previously through the LA.

Teachers represent all of Quartile 1 and most of Quartile 2, whereas Support Staff appear mainly in the two lower pad quartiles. Due to the nature of many lower-paid, part-time and term-time only roles, working in schools attracts more female workers and reflects a traditional, but preferred approach to family/lifestyle arrangements.

We have considered and implemented many of the national guidance's actions to reduce the pay gap and improve gender equality. We continue to review all staff-related policies, especially on pay and appraisal.

<u>**Reducing the Gender Pay Gap and improving gender equality in organisations:**</u>

<u>**Evidence-based actions for employers**</u>

Looking at the advice from guidance, most actions have been considered or implemented.

EFFECTIVE ACTIONS

1. Include multiple women in shortlists for recruitment and promotions When putting together a shortlist of qualified candidates, make sure more than one woman is included. Shortlists with only one woman do not increase the chance of a woman being selected.1

2. Use skill-based assessment tasks in recruitment Rather than relying only on interviews, ask candidates to perform tasks they would be expected to perform in the role they are applying for. Use their performance on those tasks to assess their suitability for the role. Standardise the tasks and how they are scored to ensure fairness across candidates.2

3. Use structured interviews for recruitment and promotions Structured and unstructured interviews both have strengths and weaknesses, but unstructured interviews are more likely to allow unfair bias to creep in and influence decisions. Use structured interviews that: • Ask exactly the same questions of all candidates in a predetermined order and format • Grade the responses using pre-specified, standardised criteria. This makes the responses comparable and reduces the impact of unconscious bias3

4. Encourage salary negotiation by showing salary ranges Women are less likely to negotiate their pay.4 This is partly because women are put off if they are not sure about what a reasonable offer is. Employers should clearly communicate the salary range on offer for a role to encourage women to negotiate their salary. This helps the applicant know what they can reasonably expect.5

In addition, if the salary for a role is negotiable, employers should state this clearly as this can also encourage women to negotiate.6 If women negotiate their salaries more, they will end up with salaries that more closely match the salaries of men.

5. Introduce transparency to promotion, pay and reward processes Transparency means being open about processes, policies and criteria for decision making. This means employees are clear what is involved, and that managers understand that their decisions need to be objective and evidence-based because those decisions can be reviewed by others. Introducing transparency to promotion, pay and reward processes can reduce pay inequalities.7

6. Appoint diversity managers and/ or diversity task forces Diversity managers and task forces monitor talent management processes (such as recruitment or promotions) and diversity within the organisation. They can reduce biased decisions in recruitment and promotion because people who make decisions know that their decision may be reviewed. This accountability can improve the representation of women in your organisation.8 Diversity managers should: • Have a senior/executive role within the organisation • Have visibility of internal data • Be in the position to ask for more information on why decisions were made • Be empowered to develop and implement diversity strategies and policies

PROMISING ACTIONS

1. Improve workplace flexibility for men and women • Advertise and offer all jobs as having flexible working options, such as part-time work, remote working, job sharing or compressed hours • Allow people to work flexibly, where possible • Encourage senior leaders to role model working flexibly and to champion flexible working • Encourage men to work flexibly, so that it isn't seen as only a female benefit

2. Encourage the uptake of Shared Parental Leave The gender pay gap widens dramatically after women have children but this could be reduced if men and women were able to share childcare more equally. Shared Parental Leave and Pay enables working parents to share up to 50 weeks of leave and up to 37 weeks of pay in their child's first year. • Offer enhanced Shared Parental Pay at the same level as enhanced maternity pay • Encourage take up of Shared Parental Leave (see our guidance9). For example: - Inform future fathers that it's their legal right to request Shared Parental Leave - Provide future parents guidance and personal support to understand the scheme - Share and promote examples of senior leaders who have taken Shared Parental Leave in your organisation

3. Recruit returners Returners are people who have taken an extended career break for caring or other reasons and who are either not currently employed or are working in roles for which they are over-qualified.

Use our guidance10 to see how to attract and hire returners. For example: • Target places where returners are likely to be looking • Ensure the recruitment process is returner-friendly • Offer support before and during the assessment

4. Offer mentoring and sponsorship Although quite similar roles, mentors provide guidance and advice to their mentee while sponsors support the advancement and visibility of the person they are sponsoring. Some evidence suggests that mentoring programmes work very well for some women but not for others.11 It is not clear based on existing evidence whether sponsorships are more effective than mentoring, or how best to run mentoring and sponsorship programmes so they are effective.

5. Offer networking programmes Some evidence suggests that formal networking programmes where members meet and share information and career advice can be helpful for some women but not others.12 More work is needed to understand the effects of networking programmes, and whether they need to have particular features in order to be successful.

6. Set internal targets It is important to ensure employers' equality goals are clear and realistic, and that progress towards them can be tracked. "Improving gender equality at my organisation" or "reducing my organisation's gender pay gap" can be overarching goals, but they are not specific and they therefore risk being unsuccessful. One way of increasing the likelihood that goals will be reached is by setting specific, time-bound targets: what change will be achieved, and by when?13

MIXED RESULTS ACTIONS

1. Unconscious bias training Unconscious biases can influence a person's judgement without them being aware of it. Unconscious bias training in the workplace aims to make people aware of potentially harmful unconscious biases and to reduce the impact of those biases. While some types of unconscious bias training may have some limited positive effects, there is currently no evidence that this training changes behaviour or improves workplace equality.14

2. Diversity training Diversity training can help raise awareness but is unlikely to change behaviour.15 Some research in the US has found that mandatory diversity training either does not change the number of women in management positions, or actually reduces it.16 This backfiring may be for a number of reasons. It may be because people resent being made to do something and so do not take the training seriously. The training might also bring to mind unhelpful stereotypes which people then act upon, or the training might make people think that the organisation has now solved its diversity problems.

3. Leadership development training Leadership development programmes aim to teach qualities including management skills and self-confidence. While there are some very small-scale studies of the effects of leadership training programmes for women, particularly in medicine and academia, there is currently no high-quality evidence that such programmes help women progress. Some people feel that these programmes imply that the women themselves are the problem.

4. Performance self-assessments In terms of performance in the workplace, there is some evidence that women underestimate their abilities or are more conservative in their assessment of their abilities than men are. The size of this gender difference can vary depending on the type of performance people are asked to self-assess.17 We do not have enough evidence to know how differences in self-assessment affect women's progression at work.

5. Diverse selection panels Having selection panels with a mix of men and women seems to help women's prospects sometimes and harm them at other times. Some studies show that the more women there are on a panel, the more likely women are to be selected for a role18, while some studies find the opposite.19 The effect can also depend on the role being recruited for20 or the role of women on the committee.21 More research is needed to understand the conditions under which a diverse selection panel is or isn't effective for improving gender equality.