



Springwood Campus



LINWOOD  
TRAINING, SUPPORT & ADVICE



"Entitlement plus opportunity"

## Gender Pay Analysis Report Year to date March 2022

Linwood School is an employer with 338 employees and is required by law to carry out Gender Pay Gap reporting under the Equality Act 2010 (Gender Pay Information) Regulations. The information described in this report and to be submitted by 30<sup>th</sup> March 2023, is based on the snapshot date of 31st March 2022. Our data was submitted in July 2022.

At the time of reporting, Linwood School is a Local Authority maintained school. The Governing Board is committed to remaining committed to the promotion of equality of opportunity. We are a Disability Confident employer and will not discriminate in any way (as defined by the Equality Act 2010 and other relevant legislation) including throughout our recruitment, performance management, salary and employee career development opportunities practices.

### Gender Pay Gap Report – 31<sup>st</sup> March 2022

Pay (Excluding Bonus)			
➤	Difference in <b>mean</b> pay between male, female and non-binary employees:		9.37%
➤	Difference in <b>median</b> pay between male, female and non binary employees:		12.94%
➤	Difference in mean and median pay between male, female and non-binary employees:		-

<b>Number of employees by gender</b>	Male: 47	Female: 300	Non-Binary: 0
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Salary Quartiles									
Pay Band	Pay Range (Hourly rate)		Number in sample				Proportion in sample		
	Minimum	Maximum	Male	Female	Non-Binary	Total	Male	Female	Non-Binary
<b>1st Quartile</b>	£9.60	£10.39	11	75	-	86	12.79%	87.21%	-
<b>2nd Quartile</b>	£10.39	£10.39	7	80	-	87	8.05%	91.95%	-
<b>3rd Quartile</b>	£10.39	£17.82	15	72	-	87	17.24%	82.76%	-
<b>4th Quartile</b>	£19.48	£80.77	14	73	-	87	16.09%	83.91%	-

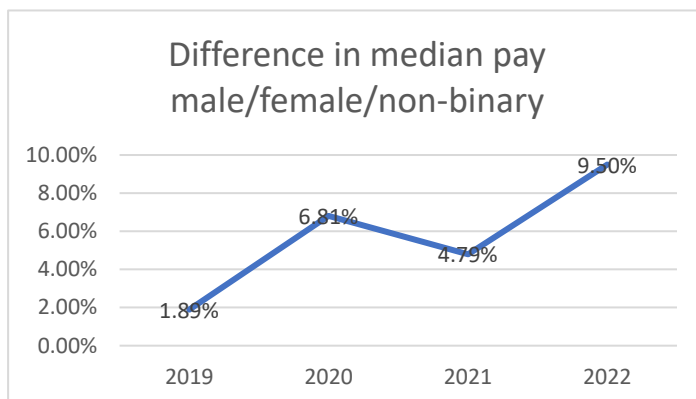
Again, this reporting year, no employees have declared to us they are non-binary and the LA does not yet, at this point, collect this information on their data monitoring sheet as there is no legal requirement to do so under PAYE law and the consequent Real Time Information. Whilst we did request a change to the form in 2019, there has been no progress. We have therefore, from September 2022, amended the data monitoring form internally.

In the last year, 3 Long Service Award payments were made which, for the purpose of reporting data from the LA, were classed as bonuses but these have been discounted so as not to skew the figures.

The gender pay gap analysis data for Linwood School shows that:-

- Males are paid on average 9.4% more than females on a **mean** basis.
- There is a 12.9% difference between males and females on a **median** basis.

Originally, upon receipt of the Gender Pay Gap data from the Local Authority, we were able to pull together the visual below to show the trend since 2019. However, on closer scrutiny of the raw data by the School Business Manager, we have found the figures to be totally unreliable which suggests that previous years were also unreliable.



We now have to disregard this illustration for the time being.

The National Average gender pay gap in 2021 was 15.4% and the National Average gender pay gap in the education sector is 26%. Linwood School's average then, falls below the National Average and well within the National Average for the sector.

We are confident our data report is not an equal pay issue as our policies apply equally across the board and decisions made on the recruitment and progression of staff are open, transparent and fair with regular review by the HR team.

Looking at the data per quartile helps to describe why Linwood School still has a gender pay gap in favour of men despite the Senior Leadership Team being predominantly female. There remain fewer males in post across the school compared to female and non-binary employees, but those males in higher paid positions are because males enter the school initially on a Teacher salary and move into Leadership roles, higher paid again. and sit generally on the Leadership scale. The Recruitment & Retention Strategy aims to address this by way of more targeted advertising campaign.

As a special school, a very large proportion of Linwood's staff are Teaching Assistants. We have found that the vast majority of Teaching Assistant applicants and subsequent conversions are still female despite efforts to recruit more males to the role. We plan to do more work in the coming year to address the lack of other identities within the school, including neuro-divergent and LGBTQ+ individuals.

Reasons for lower numbers of other than female recruits can be down to a number of factors including the attraction of term-time contracts and school-friendly hours which can suit family and childcare commitments for primary carers, predominantly across society, female. This is slowly changing overall. We are aware of the societal perception that the role of Teaching Assistant may be considered more appropriate for females and we will continue to seek ways to challenge this perception and have again in the 2022/2023 academic year, seen an increase in male applicants for this role who have converted to appointments. This may be due to reviewing the wording of our advertisements with an inclusive language checker to ensure they are more inclusive overall, not just in respect of gender identity.

In addition, many female returners to the workplace apply to the public sector and part time is usually likely, in many cases, to be less highly paid. These same females are more likely to take career breaks and may choose not to progress into senior roles.

Our exit interview process aims to identify trends in the reasons employees leave Linwood School and it is by this method we will see any gender imbalances identified but this process is still less than perfect with only 18.5% leavers across the year taking part in the process. Thus far, in the academic year 2021/22, no exit interview has reported concerns in this respect but we must increase exit interview numbers to acquire more useful information. Whilst all exiting staff are offered an exit interview, many do not take it up despite the form being sent to them as well as the offer of an interview with the HR Manager.

We will continue to promote the reality that other roles, potentially those with higher salaries, including that of Teacher, can be open to flexible working arrangements and accessible to those who have traditionally prioritised family and childcare commitments.

We will continue to challenge any gender pay gap in our school with the aim of eliminating the pay gap. We will do this by continuing to:-

- Advertise jobs with a pay range and not undertaking individual pay discussions outside the advertised range. This is in line with the Local Authority policies we work to.
- Use skills and competency-based tasks in the recruitment process
- Use structured interviews, asking the same questions of all candidates.
- Ensure that blind recruitment continues at shortlisting manager stage.
- Ensure transparency in promotion and development processes.
- Monitor equality and diversity in recruitment and promotion.
- Be open to developing strategies and policies which reduce biased decisions.
- Give fair and due consideration in line with employment legislation, to flexible working arrangements for all members of staff who request it.

In addition, we will re-introduce a programme of leadership development halted at the beginning of the pandemic and expand further on this to include coaching and mentoring.

We will also re-introduce Equality & Diversity Awareness training which has dropped off the agenda since the pandemic and introduce unconscious bias training for staff involved in the recruitment process to ensure equality and diversity is being applied in all areas of recruitment, development and pay progression.

We will consider create, develop and promote an apprenticeship programme, funded through the Apprenticeship Levy to support the career aspirations of all staff and to provide opportunities for young people unable to access higher paid roles at the start of their working lives.

You can learn more about Gender Pay Gap Reporting by visiting [www.acas.org.uk/genderpay](http://www.acas.org.uk/genderpay)