
**CST Gender Pay Gap Summary
For Year ending 31 March 2023**

Contents:

- 1. Summary**
- 2. Background**
- 3. Reportable Gender Pay Data**
- 4. Commentary on Reportable Gender Pay Data**
- 5. Gender Pay Gap Progression since last reporting date**
- 6. Identified actions to address the CST Gender Pay Gap**

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, St Katherine's School joined in January 2019, Stoke Park Primary School joined in June 2019, Trinity Academy was opened by the trust in September 2019, Hotwells Primary School joined in July 2021 and St Werburgh's Primary School joined in August 2021.

The employees of these 9 schools as at 31 March 2023, 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 2023 (census date)	Location
Bristol Cathedral Choir School	Secondary	Academy (C of E designation)	1,163	College Square, Bristol BS1 5TS
Cathedral Primary School	Primary	Free school (Christian ethos)	421	College Square, Bristol BS1 5TS
Victoria Park Primary School	Primary	Academy	414	14 Atlas Rd, Bristol BS3 4QS
Headley Park Primary School	Primary	Academy	405	Headley Lane, Headley Park, Bristol BS13 7QB
St Katherine's School	Secondary	Academy	1,020	Pill Road, Pill, Bristol BS20 0HU
Stoke Park Primary School	Primary	Academy	209	Brangwyn Grove, Lockleaze, Bristol BS7 9BY
Trinity Academy	Secondary	Free school	807 currently, rising to 1,250 by 2025	Brangwyn Grove, Lockleaze, Bristol BS7 9BY
Hotwells Primary School	Primary	Academy	132	Hope Chapel Hill, Hotwells, Bristol BS8 4ND
St Werburgh's Primary School	Primary	Academy	388	James Street, St Werburgh's, Bristol BS2 9US

As at the effective date of 31 March 2023, CST employed 751 relevant employees as defined by the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017 (2022: 725) of whom 722 met the definition of full-pay relevant employee (2022: 682)

Of those 722 (2022: 682) full-pay relevant employees, 165 (2022:153) identified as male and 557 (2021: 529) identified as female. CST therefore has a gender mix of male:female of 23%:77% (2022: 22%:78%).

3. Reportable Gender Pay Data

WHOLE TRUST	<u>Value (31 March 2023)</u>	<u>Value (31 March 2022)</u> <i>as previously reported</i>	<u>Value (31 March 2021)</u> <i>as previously reported</i>
Mean Pay Gap	25.5%	26.4%	26.9%
Median Pay Gap	36.9%	41.1%	41.3%
Mean Bonus Gap	n/a	n/a	n/a
Median Bonus Gap	n/a	n/a	n/a
Proportion of males and females receiving a bonus payment	nil% of males and nil% of females.	1.3% of males and nil% of females.	0.7% of males and nil% of females.
Proportion of males and females in each Quartile Pay Band			
- Lower Quartile	10% male; 90% female	13% male; 87% female	16% male; 84% female
- Lower Middle Quartile	18% male; 82% female	16% male; 84% female	17% male; 83% female

- Upper Middle Quartile	24% male; 76% female	21% male; 79% female	22% male; 78% female
- Upper Quartile	39% male; 61% female	39% male; 61% female	41% male; 59% female

Although we are only required to report the above aggregated data, we have also opted to report the data disaggregated into Teaching and Support roles. The inclusion of disaggregated data is consistent with what we have historically reported and also with the approach of other educational bodies as it is considered to be more meaningful. This is because - as is the case across the Education sector - separate pay scales apply to each group as well as differing full time hours (which form part of the calculation when determining hourly pay).

At 31 March 2023, the 722 full-pay relevant employees employed by CST comprised 334 teachers [33%male:67%female] and 388 support staff [14%male:86%female]; (31 March 2022: 682 full-pay relevant employees comprising 287 teachers [33%male:67%female] and 395 support staff [15%male :85%female]).

TEACHERS	<u>Value (31 March 2023)</u>	<u>Value (31 March 2022)</u> <i>as previously reported</i>	<u>Value (31 March 2021)</u> <i>as previously reported</i>
Mean Pay Gap	12.6%	15.0%	16.1%
Median Pay Gap	7.1%	10.1%	8.9%
Proportion of males and females receiving a bonus payment	nil% of males and nil% of females.	2.1% of males and nil% of females	1.2% of males and nil% of females

Proportion of males and females in each Quartile Pay Band				
- Lower Quartile	30% male; 70% female	22% male female	78%	27% male female
- Lower Middle Quartile	19% male; 81% female	26% male female	74%	22% male female
- Upper Middle Quartile	35% male; 65% female	29% male female	71%	34% male female
- Upper Quartile	48% male; 52% female	54% male female	46%	55% male female

SUPPORT STAFF	<u>Value (31 March 2023)</u>	<u>Value (31 March 2022)</u> <i>as previously reported</i>	<u>Value (31 March 2021)</u> <i>as previously reported</i>		
Mean Pay Gap	3.4%	7.1%	6.6%		
Median Pay Gap	11.6%	3.6%	-0.2%		
Proportion of males and females receiving a bonus payment	nil% of males and nil% of females.	Nil% of males and Nil% of females	Nil% of males and Nil% of females		
Proportion of males and females in each Quartile Pay Band					
- Lower Quartile	11% male; 89% female	12% male female	88%	14% male female	86%
- Lower Middle Quartile	8% male; 92% female	14% male female	86%	20% male female	80%

- Upper Middle Quartile	13% male; 87% female	17% male female	83%	18% male female	82%
- Upper Quartile	24% male; 76% female	16% male female	84%	15% male female	85%

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 all protected characteristics including 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 attracts 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 86% (2022: 85%) compared with the (on average) higher paid Teaching roles (women make up 67% (2022: 67%)).

For Teachers, a relatively small difference in the hourly pay rate for males and females is divided by the higher male hourly rate, resulting in the reported percentage variance. For Support staff, there is an even smaller difference between the hourly pay rate of male and female employees but, because this is then divided by a lower male hourly rate, still results in a discernible 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 recognises 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

All staff:

We are pleased to report that this year we have reduced the Trust's mean gender pay gap by a further 0.9% (2022: reduction of 0.5%; 2021: reduction of 0.9%; 2020: reduction of 2.7%). This is the fourth consecutive reduction and indicates the ongoing effectiveness of our strategies to narrow the pay gap.

We are also particularly pleased to report a significant reduction of 4.2% in the median gender pay gap, which has been broadly static until now. The quartiles data indicates that we have maintained the proportion of female representation in the highest paid quartile. Given that the ratio of males: females has not changed year on year, we would like to see little or no change in all the quartiles. However, there is a small increase of 2-3 % in the male representation in each of the middle quartiles offset by an increase in female representation in the lower quartile.

Teachers:

We are reporting a narrowing of the gender pay gap for teaching staff on both the mean and median measure, both to lower levels than reported in previous years. This mirrors an increase in female representation in the upper quartile (6% increase) and corresponding decrease in the upper middle quartile (6% decrease) reflecting successful strategies to develop middle leaders and to encourage career development of female staff after maternity leave, who tend to be the more experienced and therefore higher paid teachers. We are also reporting an increase in female representation in the lower middle quartile (7% increase) and equivalent decrease in representation in the lower quartile (8% decrease) which may similarly reflect successful strategies to develop, promote and retain female early career teachers.

Support:

We are reporting a narrowing of the mean gender pay gap but a widening of the median pay gap for support staff. Both measures are skewed to some extent by the relatively few male support staff (55) compared with female support staff (333). This means that the 'weight' of each male hourly pay value is much more significant in each average than that of each female hourly pay value (female values are smoothed by virtue of volume) and this can lead to less meaningful results. That said, the quartiles data shows little change in the female proportion of the lower quartile, an increase of 6% and 8% respectively in the lower and upper

middle quartile (driving the reduction in the mean gender pay gap) and then a decrease of 8% in the upper quartile (driving the increase in the median pay gap). The quartiles figures suggest that we are favouring males in our recruitment and internal promotion to the higher paid support roles and this will be an area of strategic focus going forward.

6. Identified actions to address the CST Gender Pay Gap

Previously we reported on the CST gender pay gap and we identified a number of measures to address the findings. Our progress in these areas is reviewed by the CST HR Committee and we have seen progress in the following:

- 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 and recruitment within the female workforce
- developing policy and supporting women who are facing menopausal symptoms
- appointing a cross trust lead supporting women into leadership

This action plan will continue to target the root causes of the gender pay gap within CST by focusing on below for 2023/2025:

- building on foundations established in cross functional groups such as the Equalities Group, to incorporate diverse inputs into policy and process improvements in Women in Leadership and Menopause
- gathering and analysing data around usage of flexible working arrangements in order to further identify areas for improvement
- continue to discuss across all levels of leadership, to ensure that the gender pay gap becomes everyone's responsibility
- continuing to review and improve recruitment processes to reduce the potential for unconscious bias towards genders filling specific roles in our schools, reviewing both job descriptions and person specifications
- work with the women into leadership lead to ensure that we use gender neutral language in our recruitment advertising

- offer targeted workshops and coaching for women on job applications and interview techniques
- embed senior leader and middle leader training for teaching and support staff across the Trust to further promote and enable internal movement within our schools and central team
- consider whether/how to utilise staff questionnaires and exit interviews to identify whether there are any gender-related inhibitors impacting women in their development
- consider 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