

GENDER PAY GAP REPORT 2024

1. INTRODUCTION

- I. The gender pay gap is the difference in the average hourly wage of men and women across a workforce. It compares the pay of all working men and women; not just those in similar jobs, with similar working pattern or with similar competencies, qualifications, or experience. A gender pay gap does not indicate discrimination or an absence of equal pay for equal value work. Instead, it typically indicates that men and women are not equally represented at the different levels of an organisation. It also often points to more women than men in part-time roles. If women hold more of the lower paid jobs in an organisation than men, the gender pay gap is usually wider.
- II. As part of the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, all public authorities of 250 or more employees are required to publish their gender pay gap data annually. The report must include the:
 - mean and median gender pay gap
 - mean and median gender bonus gaps
 - proportion of men and women who received bonuses
 - number of men and women according to quartile pay bands.
- III. The snapshot reporting date is 31 March 2024.
- IV. For the purposes of gender pay gap reporting, the College is required to report gender in binary terms (men or women) however it is recognised that a number of colleagues may not be represented by this breakdown.
- V. In terms of the organisational context, the College workforce is predominantly female (73%). This a figure which is higher than the FE Workforce 2022-23 statistics which indicate that 65% of the sector are female. Women outnumber men in every pay quartile but are over-represented in the lower quartile and lower middle quartile.
- VI. At Runshaw, our gender pay gap data is reflective of the societal tendency for more females to choose to work part-time in low paid roles, as 71% of the College's female population work in flexible (part-time or term-time) roles, whereas only 36% of the College's male population work flexibly. This is highest in the lower quartile, where 82% of female staff work part-time, many in lower paid catering and cleaning roles. Unlike other Colleges, we have chosen not to outsource catering and cleaning services which would reduce our Gender Pay Gap given it is largest amongst our manual staff. We are seeking to improve the pay of all staff, but particularly our lowest paid staff.

2. GENDER PAY GAP

Difference between Men and Women	MEAN Average	MEDIAN Middle
	12.36 %	24.02%

Pay Quartiles

	All Staff	Lower Quartile	Lower Middle Quartile	Upper Middle Quartile	Upper Quartile
Female	73%	82%	79%	72%	61%
Male	27%	18%	21%	28%	39%

BONUS PAY

The College does not operate a bonus pay scheme.

3. ANALYSIS OF GENDER PAY GAP

3.1 FACTORS CONTRIBUTING TO THE GENDER PAY GAP

Key factors that typically lead to a gender pay gap include:

1. A gender segregated labour market

By and large, the gender pay gap reflects the persistent gender segregation of our labour markets. A number of sectors and jobs continue to be dominated by men or women, with women dominating education, health and caring professions, while men dominate technology and engineering. Women are disproportionately employed in poorly paid professions and underrepresented in well-paid ones.

The roots of this gendered segregation lie in the traditional gender roles in society and the different educational and career choices of men and women. It stems from the way children are introduced to learning and opportunities, which socialises children into an expectation of certain roles as “women’s work” or “men’s work” and into the roles men and women often assume around caring responsibilities. Stereotypes about women’s capabilities and skills result in women being concentrated into predominantly female occupations that are associated with low pay, known as the ‘5 Cs’, cleaning, caring, clerical, cashiering (retail) and catering.

2. Balancing work and family life

Family, care and domestic responsibilities are not equally shared and are more often borne by women. Women’s ability to participate in the labour market is constrained by the fact that they spend more time on unpaid work, four times as much on care work (time spent to care for a child or another adult) and twice as much on household work, than men. This is regardless of the employment status of partners, and it makes women less available for labour market participation. Women are also more likely to take time out and have career breaks for family reasons which may slow career progression.

3. Availability of quality, affordable childcare facilities and out-of-school hours care

The cost of early childhood care and education in the UK is among the highest in Europe. This presents a barrier for families across a range of salary levels, not just those on lower incomes, and represents the largest additional household cost associated with taking up employment.

4. Over representation of women in part-time roles

While working part-time can reflect personal preferences, the high share of female part-time employment may also stem from multiple constraints, including family and care-related reasons.

Such constraints can lead to disjointed careers, a depreciation of skills, a loss of networks, and have a negative impact on career development and promotion prospects.

5. Discrimination and bias

Organisations that are successfully affecting gender balance have started by examining their policies, practices and overall culture with a gender lens. This is because discrimination and bias can be intentional or unintentional. It can be unwittingly present in certain organisational policies and practices, driven by stereotypes and unconscious bias.

3.2 FACTORS THAT LEAD TO THE GENDER PAY GAP AT RUNSHAW COLLEGE

1. A gender segregated labour market

As in the wider workforce; certain job roles at Runshaw College are dominated by women. Women are disproportionately represented in the lowest-paid roles in the college (primarily cleaning and catering staff), with 82% of staff in the lower quartile filled by women.

On a more positive note, women are also well represented in the well-paid roles at Runshaw College. 61% of upper quartile roles are held by women, including the majority of the College Management Team, and the highest paid role in the organisation (Principal & CEO) is a woman.

At Runshaw, our gender pay gap remains highest amongst manual staff including cleaners, caterers who are predominately female, low paid and part-time. Support staff also dominate the lower quartile and lower middle quartile holding roles which attract more women than men, such as such clerical, receptionists, and Education Support Workers, which are often part-time and term time only.

2. Balancing work and family life

Because of the societal expectation that women spend more time on family, care and domestic responsibilities; women are over-represented in the flexible roles with variable hours at Runshaw College.

While the college's family friendly policies including parental leave policy, shared parental leave policy and flexible working policy are both widely available to both men and women; it is women who are more likely to take up the opportunities to access these benefits. In 2023, 86% of flexible working requests were made by female staff.

3. Availability of quality, affordable childcare facilities and out-of-school hours care

At Runshaw College, this factor is closely linked to factors 2 and 4, and results in an over-representation of women in flexible roles with variable hours and part-time roles. To support our staff, we have an OFSTED approved holiday club provider delivering highly discounted childcare for 5-11year olds outside of term time on college premises.

4. Over representation of women in part-time roles

As in the wider workforce; women are over-represented in part-time roles at Runshaw College. This is likely to stem from multiple constraints, including family and care-related reasons. 62% of the College workforce are part-time. Of those staff who work part-time, 85% are female.

5. Discrimination and bias

At Runshaw College, we regularly examine our policies, practices and overall culture with a gender lens, to ensure that they are free from discrimination and bias. For example, all staff involved in the recruitment and selection of new staff must complete training which includes unconscious bias training.

3.3 COMPARISONS WITH PREVIOUS YEARS

Over the past three years, the data shows:

I. Pay

- **Mean Pay:** There has been a consistent decrease in the mean gender pay gap from 14.36% in 2021-22 to 12.36% in 2023-24.
- **Median Pay:** The median gender pay gap has increased significantly from 19.17% in 2021-22 to 24.02% in 2023-24. This increase is primarily due to the introduction of the Teaching Staff Pay Framework in January 2023, which aimed to ensure teachers' salaries remain competitive with Sixth Form Colleges. This framework consolidated the pay scale into a single structure, reducing the number of incremental points and applying accelerated pay increases for teaching staff. Since teaching staff include both men and women in relatively balanced proportions, these increases did not significantly impact the gender pay gap at the mean level.

However, the lowest-paid support staff—who have not benefitted from the same level of pay increases—are disproportionately female. As a result, the gap between the median male and female salary has widened, increasing the median gender pay gap. This demonstrates how sector-wide pay adjustments, while positive for recruitment and retention, can sometimes lead to an unintended widening of gender pay disparities.

To address this, we remain committed to improving pay for our lowest-paid staff, particularly those in manual and support roles, with a long-term aim to align pay with the Living Wage Foundation's recommended rate.

Year	Mean Pay (%)	Median Pay (%)
2021-22	14.36	19.17
2022-23	13.52	20.40
2023-24	12.36	24.02

II. Gender Distribution

The percentage of female staff has remained relatively stable, around 72-74%, while male staff has been around 26-28%.

- **Lower Quartile:** The percentage of female staff in the lower quartile has decreased from 90% in 2021-22 to 82% in 2023-24.
- **Lower Middle Quartile:** The percentage of female staff has increased slightly from 75% in 2021-22 to 79% in 2023-24.
- **Upper Middle Quartile:** The percentage of female staff has increased from 69% in 2021-22 to 72% in 2023-24.
- **Upper Quartile:** The percentage of female staff has remained stable around 61%, while male staff has been around 39%.

<u>Year</u>		All Staff	Lower Quartile	Lower Middle Quartile	Upper Middle Quartile	Upper Quartile
2021-22	Female	74%	90%	75%	69%	61%

	Male	26%	10%	25%	31%	39%
2022-23	Female	72%	83%	77%	71%	59%
	Male	28%	17%	23%	29%	41%
2023-24	Female	73%	82%	79%	72%	61%
	Male	27%	18%	21%	28%	39%

III. Gender Pay Gap by Category

- The mean gender pay gap for support staff (including manual) has decreased significantly from 7.97% in 2021-22 to 3.21% in 2023-24.
- The mean gender pay gap for teaching staff has fluctuated, peaking at 4.58% in 2022-23 and then dropping to 0.62% in 2023-24. This means that there is now no gender pay gap for teaching staff, and this is true for all teaching including those staff with additional responsibility allowances.
- The mean gender pay gap for management has remained negative, indicating that women in management positions are, on average, paid more than men. However, the gap has narrowed from -8.44% in 2022-23 to -4.85% in 2023-24.

Year	Mean Gender Pay Gap %		
	Support staff (inc. manual)	Teaching staff	Management
2021-22	7.97	2.27	-5.70
2022-23	7.15	4.58	-8.44
2023-24	3.21	0.62	-4.85

	Mean Gender Pay Gap %	Male hourly rate (£)	Female hourly rate (£)
All Support staff	3.21	£14.03	£13.58
• Support (admin, professional, technical, clerical)	1.75	£14.31	£14.06
• Manual	3.11	£11.89	£11.52
All Teaching staff	0.62	£24.16	£24.01
• Course Leaders/Additional Responsibility	-0.08	£25.01	£25.03
All Management	-4.85	£31.72	£33.26
• SMT	-23.98	£39.24	£48.65
• MMT	0.79	£29.21	£28.98
All Staff	12.36	£20.70	£17.59

IV. Gender Pay Gap by Age 2023-24

This analysis shows that the gender pay gap is highest for staff over 40 years age group, while the under 40 years group has the lowest pay gap.

Mean Gender Pay Gap %	
Under 40 years	8.59
40- 49 years	13.86
50 years +	13.51

4. ACTIONS TO CLOSE THE GENDER PAY GAP

4.1 MEASURES

We are committed to closing any identified gender pay gap over time.

We recognise that some of the measures planned will potentially take several years to have an impact on the measures reported in the gender pay gap report. However, by tracking the impact of actions taken, we will demonstrate our commitment to gender equality in the workplace and show that we are making progress over time.

Action	Impact	Timescale
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.	Already implemented
Use structured interviews for recruitment and promotions	Use structured interviews that: <ul style="list-style-type: none"> 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 bias Staff involved in the selection process must receive 'Licence to Recruit' training. 	Already implemented
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. In January 2023, we introduced a new Teaching Staff Pay framework which consolidated the pay scale into a single structure and reduced the number of incremental points. To facilitate this transition, accelerated increments were applied to those teaching staff who were previously at a bar point on the pay scale. Implemented a higher cost of living increase in 2024 to address the pay rates for our lowest paid manual staff, aiming to align with the Living Wage	Already implemented - Ongoing

	Foundation's recommended rate of pay over a set period of time.	
Encourage salary negotiation by showing salary ranges	<p>If the salary for a role is negotiable, employers should state this clearly as this can also encourage women to negotiate. If women negotiate their salaries more, they will end up with salaries that more closely match the salaries of men.</p> <p>Salaries at Runshaw are aligned to salary scales for the specific job roles and pay range is clearly indicated when advertising posts. Salary assessment is based on skills and experience.</p>	Where appropriate for the role, this is implemented
Include multiple women in shortlists for recruitment and promotions	'Blind shortlisting' assists in removing unconscious bias. However, research shows that to increase the chance of a woman being selected, try to ensure more than one woman is included in the shortlist of qualified candidates.	Already implemented – Ongoing
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 the organisation.	To be progressed
Review recruitment literature for gender bias including adverts	Research has shown that it puts women off applying for jobs that are advertised with masculine coded language. Use a gender decoder for adverts.	Already implemented – Ongoing
Having a balance of men and women on interview panels	Have representation of men and women to act as role models, particularly where occupational segregation exists, and to reduce potential unconscious bias	Already implemented – Ongoing
Promote Shared Parental Leave/provide support for maternity returners	<p>Women experience a 'motherhood penalty'. Once this takes hold, many find themselves in a downward career trajectory that is more likely to stagnate, where they are offered fewer opportunities than their peers, and is often characterised by low-paid jobs.</p> <p>Promoting Shared Parental Leave amongst all staff</p>	Already implemented – Ongoing
Promote approved childcare /Funda holiday clubs	<p>The cost of early childhood care and education in the UK is among the highest in Europe. This presents a barrier for families across a range of salary levels, not just those on lower incomes, and represents the largest additional household cost associated with taking up employment.</p> <p>We promote approved childcare where staff can obtain government financial support for childcare</p>	Already implemented/Ongoing

	and provide staff with discounted holiday childcare for primary school children (Funda).	
Advertise and offer flexible working	Well-designed flexible working is key to enable women to reconcile work and caring responsibilities. It can enable women to remain in work and stay in roles that reflect their skills, thereby potentially reducing the gender pay gap.	Already implemented - Ongoing
Supporting Career Progression for Part-Time Staff	<p>Many of higher-paid roles, such as management and course leadership, are typically full-time to ensure availability for staff and students. As more women than men work part-time, this may contribute to the gender pay gap by limiting career progression opportunities.</p> <p>To address this, we will explore:</p> <ul style="list-style-type: none"> • Flexible leadership models, including job-sharing, staggered hours and compressed weeks where operationally feasible. • Clear development pathways for part-time staff, ensuring they have access to career progression and leadership training. • Encouraging more men to take up flexible working, to help balance gender representation across full-time and part-time roles. 	Already implemented – Ongoing
Enhance staff training to promote inclusion	Mandatory equality, diversity and inclusion training for all staff and other appropriate training to promote inclusion and address overall awareness of bias in the workplace.	Already implemented – Ongoing
Enhance the use of monitoring Data	The collection and analysis of data by organisations to inform compliance with gender pay gap regulation requirements will provide some information about the underlying causes of their pay gaps.	Ongoing

5. ETHNICITY PAY GAP

While public bodies are not legally required to publish their ethnicity pay gap, the College has undertaken this calculation as part of our commitment to equality, diversity, and inclusion.

The data shows that the mean ethnicity pay gap is -1.37%, indicating that, on average, staff from ethnic minority backgrounds are paid slightly more than their white colleagues. However, the median ethnicity pay gap is 3.36%, meaning that the middle value of pay for staff from ethnic minority backgrounds is lower than that for white staff.

This variation between the mean and median ethnicity pay gap suggests that ethnic minority staff are well-represented in senior roles, which raises the average pay level (reducing the mean pay gap). However, there is also a concentration of ethnic minority staff in lower and lower-middle quartiles, which results in a higher median pay gap. This pattern is similar to gender pay trends, where representation at different levels of the organisation impacts the overall figures.

Difference between staff from ethnic minority backgrounds and white backgrounds	MEAN Average	MEDIAN Middle
	-1.37 %	3.36%

I confirm that Runshaw College gender pay gap calculations are accurate and meet the requirements of the Regulations.

Signed:



Date: 24-3-25

Clare Russell

Principal & CEO