

## 1. GENDER PAY GAP REPORT 2025

### 1.1 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 2025.
- 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 2023-24 statistics which indicate that 65.5% of the sector are female. At Runshaw, women outnumber men in every pay quartile but are over-represented in the lower quartile and lower middle quartile.
- VI. 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 69% of the College's female population work in flexible (part-time or term-time) roles, whereas only 32% of the College's male population work flexibly. This is highest in the lower quartile, where 83% 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, aiming to align with the Living Wage Foundation's recommended rates.

### 1.2 GENDER PAY GAP

Difference between Men and Women	MEAN Average	MEDIAN Middle
	12.00 %	27%

## Pay Quartiles

	All Staff	Lower Quartile	Lower Middle Quartile	Upper Middle Quartile	Upper Quartile
<b>Female</b>	74%	83%	80%	72%	63%
<b>Male</b>	26%	17%	20%	28%	37%

### 1.3 BONUS PAY

The College does not operate a bonus pay scheme. Therefore, the mean and median bonus gender pay gap is not applicable and the proportion of men and women receiving a bonus is 0%.

## 2. ANALYSIS OF GENDER PAY GAP

### 2.1 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.

## **2.2 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 83% 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. 63% 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 2024, 89% 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 5-11 year 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. 59% of the College workforce are part-time. Of those staff who work part-time, 86% 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.

## 2.3 COMPARISONS WITH PREVIOUS YEARS

### Mean and Median Gender Pay Gap

Over the last four years, the College has seen a consistent reduction in the mean gender pay gap, decreasing from 14.36% in 2021–22 to 12.0% in 2025. This indicates gradual improvement in average hourly pay outcomes across the workforce.

In contrast, the median gender pay gap has increased over the same period, rising from 19.17% in 2021-22 to 27.0% in 2025. 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.

This divergence between the mean and median highlights the impact of workforce distribution rather than pay inequality within role.

Year	Mean Pay (%)	Median Pay (%)
2021-22	14.36	19.17
2022-23	13.52	20.40
2023-24	12.36	24.02
2024-25	12.00	27.00

### Pay Quartiles

Across all years, women have consistently represented around 72–74% of the college workforce. This is higher than the sector, where 65.5% are female. (FE Workforce 2023-24 Report).

The quartile analysis shows that while women are well represented at senior pay levels (both the upper middle quartile and upper quartile) they remain disproportionately concentrated in lower paid roles. This is a structural workforce issue rather than an equal pay concern, evidenced by strong female representation across all pay quartiles, including senior and higher paid roles.

Year		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%
2024-25	Female	74%	83%	80%	72%	63%
	Male	26%	17%	20%	28%	37%

## Gender Pay Gap by Category

Overall, the data shows a reducing mean gender pay gap across the College by category.

### I. Support staff

The mean gender pay gap has reduced steadily from 7.97% in 2021-22 to 2.83% in 2024-25. This narrowing gap reflects improvements in pay for lower-paid roles and actions taken to address pay and progression for support staff, a workforce that is predominantly female.

### II. Teaching staff

The mean gap has moved from a positive gap in earlier years to -1.50% in 2024-25, indicating that, on average, female teaching staff are now paid slightly more than male colleagues. This change reflects the introduction and consolidation of the Teaching Staff Pay Framework, which has improved progression for all teachers.

### III. Management:

The mean gender pay gap remains negative across all years, ranging from -5.70% to -8.44%, meaning that, on average, female managers are paid more than male managers. This reflects the distribution of roles, responsibilities and salaries within management.

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
2024-25	2.83	-1.50	- 7.54

## 3. ACTIONS TO CLOSE THE GENDER PAY GAP

### 3.1 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
<b>Use skill-based assessment tasks in recruitment</b>	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
<b>Use structured interviews for</b>	Use structured interviews that: <ul style="list-style-type: none"> <li>Ask exactly the same questions of all candidates in a predetermined order and format</li> </ul>	Already implemented

<b>recruitment and promotions</b>	<ul style="list-style-type: none"> <li>▪ Grade the responses using pre-specified, standardised criteria. This makes the responses comparable and reduces the impact of unconscious bias</li> <li>▪ Staff involved in the selection process must receive 'Licence to Recruit' training.</li> </ul>	
<b>Introduce transparency to promotion, pay and reward processes</b>	<p>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.</p> <p>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.</p> <p>Implemented a higher cost of living increase in 2025 to address the pay rates for our lowest paid manual staff, aiming to align with the Living Wage Foundation's recommended rate of pay over a set period of time.</p>	<p>Already implemented</p> <p style="text-align: center;">- Ongoing</p>
<b>Encourage salary negotiation by showing salary ranges</b>	<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>	<p>Where appropriate for the role, this is implemented</p>
<b>Include multiple women in shortlists for recruitment and promotions</b>	<p>'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.</p>	<p>Already implemented – Ongoing</p>
<b>Review recruitment literature for gender bias including adverts</b>	<p>Research has shown that it puts women off applying for jobs that are advertised with masculine coded language. Use a gender decoder for adverts.</p>	<p>Already implemented – Ongoing</p>
<b>Having a balance of men and women on interview panels</b>	<p>Have representation of men and women to act as role models, particularly where occupational segregation exists, and to reduce potential unconscious bias</p>	<p>Already implemented – Ongoing</p>

<p><b>Promote Shared Parental Leave/provide support for maternity returners</b></p>	<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>Promote Shared Parental Leave amongst all staff</p>	<p>Already implemented – Ongoing</p>
<p><b>Promote approved childcare /Funda holiday clubs</b></p>	<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 and provide staff with discounted holiday childcare for primary school children (Funda).</p>	<p>Already implemented/Ongoing</p>
<p><b>Advertise and offer flexible working</b></p>	<p>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.</p>	<p>Already implemented - Ongoing</p>
<p><b>Supporting Career Progression for Part-Time Staff</b></p>	<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:</p> <ul style="list-style-type: none"> <li>• Explore flexible leadership models, including job-sharing, staggered hours and compressed weeks where operationally feasible.</li> <li>• Offer as Aspiring Leaders Mentoring Programme designed to support aspiring leaders at all levels in their leadership journey by pairing them with experienced college managers for guidance and development.</li> <li>• Have clear development pathways for part-time staff, ensuring they have access to career progression and leadership training.</li> <li>• Encourage more men to take up flexible working, to help balance gender representation across full-time and part-time roles.</li> </ul>	<p>Already implemented – Ongoing</p>
<p><b>Enhance staff training to promote inclusion</b></p>	<p>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.</p>	<p>Already implemented – Ongoing</p>

<b>Enhance the use of monitoring Data</b>	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
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#### 4. 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.

Overall, the data does not indicate an adverse ethnicity pay gap. In 2024-25, both the mean and median gaps are negative, indicating that at both the average and midpoint of pay, ethnic minority staff are paid more than white staff.

Difference between staff from ethnic minority backgrounds and white backgrounds	MEAN Average	MEDIAN Middle
2023-24	-1.37 %	- 3.36%
2024-25	- 4.03%	- 5.28%

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

Signed: Clare Russell Principal & CEO



Date: 3 March 2026