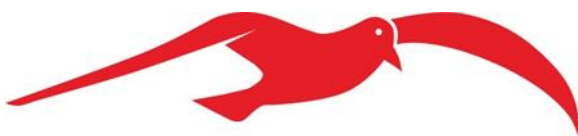


# *Gender Pay Gap Report*

*2017*



**THE JO RICHARDSON**

SUCCESS FOR ALL

COMMUNITY SCHOOL

ACHIEVE

We are an employer voluntarily choosing to carry out Gender Pay Gap Reporting under the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017.

This involves carrying out statutory calculations that show the difference between the average earnings of men and women in our organisation; it will not involve publishing individual employees' data. This represents the data as at April 2017 and will be reviewed annually and published within one calendar year of the snapshot date involved.

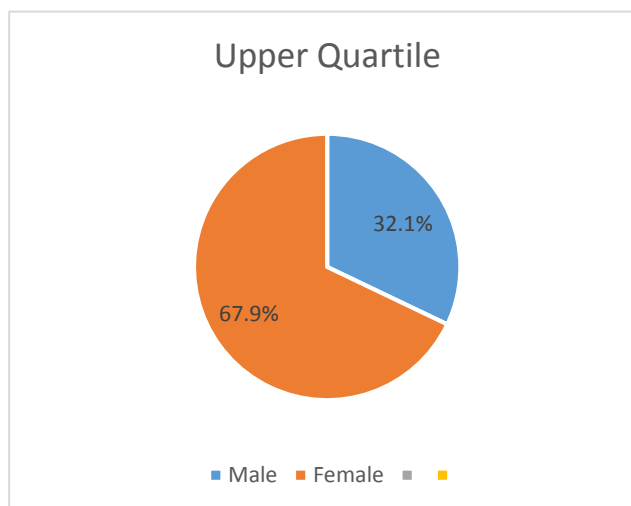
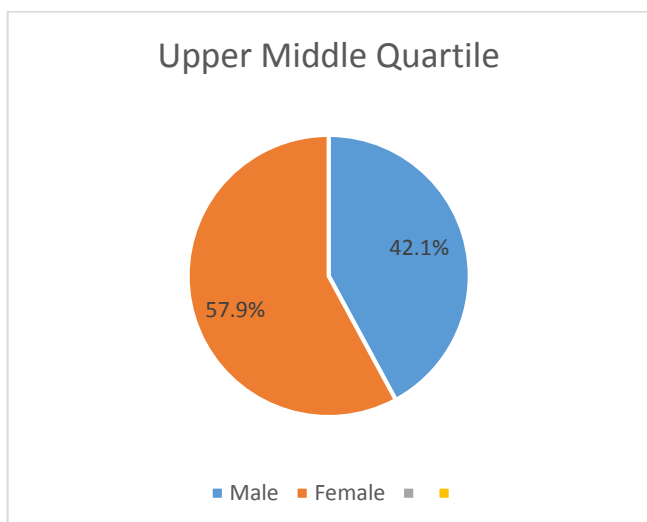
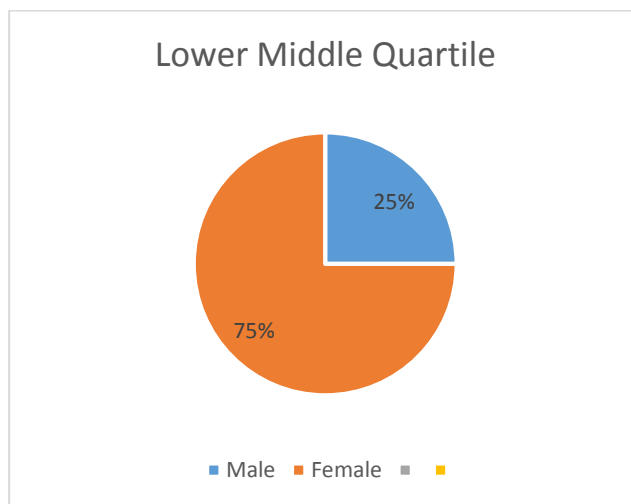
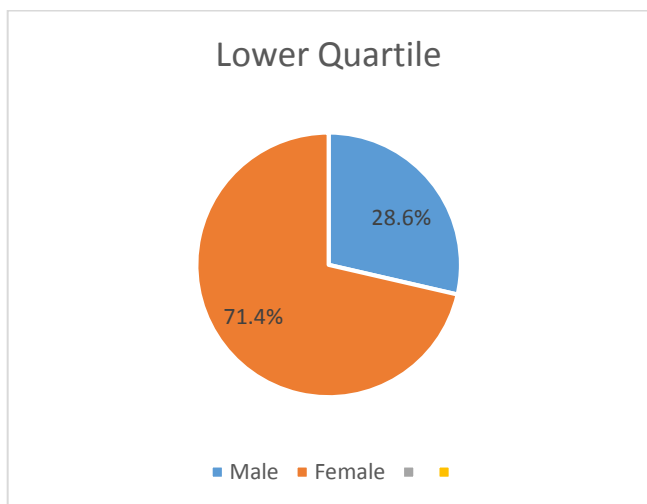
For The Jo Richardson Community School, please see the calculations below:

### GENDER PAY AND BONUS GAP:

Difference between Men and Women	Mean (Average)	Median (Middle)
Gender Pay Gap	11.8%	29.3%
Gender Bonus Gap	0%	0%

Bonus Payments	Male	Female
Proportion of staff receiving a bonus	0%	0%

### PAY QUANTILES:



Of the entire workforce, 32% are male and 68% are female.

Support staff make up 54.7% of the total workforce, with 45.3% teaching staff.

Of the support staff:

- 27.6% are male and 72.4% are female
- 25.8% primarily work as cleaners, exam invigilators, lunchtime supervisors and leisure assistants (7.6% of the male workforce occupy these roles and 18.2% of the female workforce occupy these roles)
- 100% of those in the Lower Quartile are support staff
- 100% of those in the Lower Middle Quartile are support staff
- 19.3% of those in the Upper Middle Quartile are support staff (7% of whom are male and 12.3% female)
- 0% of those in the Upper Quartile are support staff

Of the teaching staff:

- 37.3% are male and 62.7% are female
- 0% of those in the Lower Quartile are teaching staff
- 0% of those in the Lower Middle Quartile are teaching staff
- 80.7% of those in the Upper Middle Quartile are teaching staff (35.1% of whom are male and 45.6% female)
- 100% of those in the Upper Quartile are teaching staff

At JRCS, we apply national salary scales for both teaching and support staff, so there are standardised annual incremental increases for staff. In addition, teaching staff are part of a performance-related pay system.

We have a much higher ratio of female to male employees (68% female to 32% male). This ratio is reflected almost exactly in the Upper Quartile pay range and is quite closely reflected in the Lower Quartile pay range. The greatest disproportionate split appears in the Lower Middle and Upper Middle Quartile pay ranges, where females are over-represented in the Lower Middle Quartile and under-represented in the Upper Middle Quartile.

The Lower Quartile of 28.6% male and 71.4% female reflects the proportion of female workers who take up the lower paid, often part-time or manual roles within the school. The majority of our cleaners, invigilators, casual and lower grade support staff are female.

The gap increases in the Lower Middle Quartile to 25% male and 75% female. This band contains the majority of our support and administrative staff who are again predominantly female and often working on a term-time only basis. This also identifies the difference in the Mean and Median pay gaps as only 27.8% of the male workforce are employed on a term-time only or casual basis, whereas 43.8% of the female workforce are employed on this basis.

The Upper Middle Quartile sees the gap close to 42.1% male and 57.9% female as the data starts to take into account teaching staff, the majority of whom will not yet have a significant leadership or management role within the school. Additionally, a higher proportion of the females in this group are newer entrants to the profession than the males, so have not progressed as far up the salary scale. The Upper Quartile shows that there is a split of 32.1% male and 67.9% female. This band represents those who either hold senior or middle leadership positions in the school or who have moved up the salary scale due to their length of service.

The school actively promotes equal opportunities in all aspects of its recruitment process and employment flexibility. We continually review our systems to ensure that we are actively supporting all our staff to achieve their full professional potential.



Ges Smith  
Headteacher  
The Jo Richardson Community School