



ST PAUL'S SCHOOL
Est. 1509

Gender Pay Gap statement (April 2018)

Background

In March 2018 the School published its first Gender Pay Gap statement relating to the snapshot date of 5 April 2017. A summarising statement was published on the School website, and a more detailed report was circulated to staff. A detailed investigation was conducted to ascertain how the overall results were affected by the data from each of the three main categories of staff: senior school teaching, junior school teaching, and support roles. The Director of HR presented these findings to staff meetings to generate discussion, followed by a series of drop in sessions to garner views and ideas for reducing the pay gap. These consultations informed the creation of the 'gender pay gap action plan' in the 2018 summer term.

Legislation stipulates that gender pay gap figures must be produced annually, with the April 2018 results published by April 2019. Therefore, the April 2018 figures relate to a period prior to the creation and implementation of the action plan.

2018 Results

Most of the key indicators show progression towards equality with the mean and median gender pay gap decreasing by 4% between April 2017 and April 2018.

	Mean GPG	Median GPG	Mean Bonus Pay Gap	Median Bonus Pay Gap	Women receiving bonus pay	Top quartile (% female)	Upper middle quartile (% female)	Lower middle quartile (% female)	Lower quartile (% female)
April 2017	14.87%	28.48%	0%	0%	0%	20%	35.29%	45.88%	44.71%
April 2018	10.52%	24.29%	62.77%	73.33%	2.67%	23.45%	33.75%	45.00%	37.50%

Bonus payments are rare, so the mean and median bonus pay gap figures for 2018 are skewed by the very small number of individuals that received a bonus during the relevant period (3 women and 2 men).

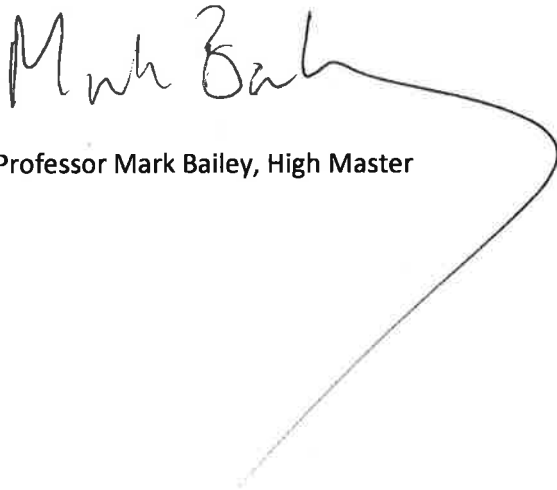
The representation of women and men in each quartile remain broadly unchanged. Wide discrepancies between the three main staff groupings remain: for example, males dominate the upper quartiles of senior school teaching staff, yet dominate the lower quartiles of support staff.

The main contributory factor to the gender pay gap identified in the 2017 figures continue to be germane: the majority of staff are teachers, 72% of whom are male which is characteristic of a boys' school. Teaching

staff on average are paid more than support staff, due to a competitive academic pay scale with automatic incremental pay rises, higher entry qualifications for teachers, and opportunities for salary enhancement in teaching roles through additional management allowances. In 2018, 73% of the total teaching staff were male, a 1% increase from 2017.

This is the second time the School has produced gender pay gap information. When the School produces data for its third and fourth gender pay gap reports (based on April 2019 and 2020 pay data) it will be able to better assess the impact of the gender pay gap action plan introduced in Autumn 2018. The School will continue to use this information and will use it in future to ensure that St Paul's continues to uphold and improve its performance as an employer in this respect.

I confirm that the calculations are an accurate representation of our position on 5 April 2018.

A handwritten signature in black ink that reads "Mark Bailey". The signature is written in a cursive style and is positioned above a large, thin, curved line that extends from the end of the signature down and to the left, ending near the bottom of the page.

Professor Mark Bailey, High Master