



# THE PERSE SCHOOL CAMBRIDGE

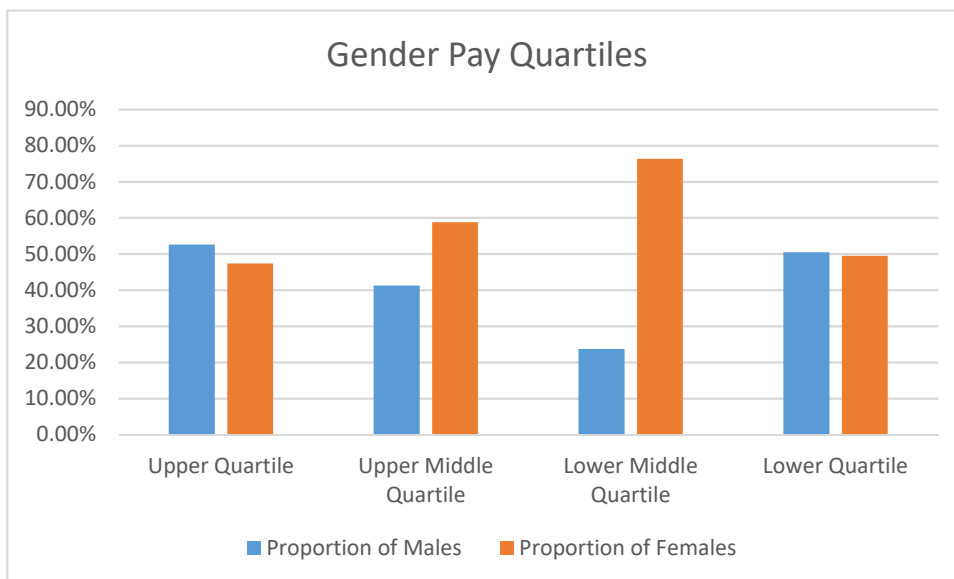
## GENDER PAY GAP REPORT – APRIL 2019

### Mean and Median Hourly Rates

Mean Hourly Rate Gender Pay Gap	4.86%
Median Hourly Rate Gender Pay Gap	13.41%

### Gender Quartile Percentages

	Proportion of Males	Proportion of Females
Upper Quartile	52.6%	47.4%
Upper Middle Quartile	41.2%	58.8%
Lower Middle Quartile	23.7%	76.3%
Lower Quartile	50.5%	49.5%



### Bonus Gap

No bonuses are paid.



# THE PERSE SCHOOL CAMBRIDGE

## **Commentary**

The School is satisfied it pays the same rate for the same role, regardless of gender and believes firmly in Equal Pay for equal roles.

The School is satisfied it pays the same rate for the same role, regardless of gender and believes firmly in Equal Pay for equal roles.

The School has an Equal Opportunities Policy and a Recruitment and Selection Policy and uses common pay scales. The School is committed to ensuring that the principles of equality of opportunity are applied throughout its selection, promotion, management and reward of all staff.

The School has a number of salary sacrifice arrangements: these arrangements have affected the hourly rates of 34 (2018: 29) Females and 31 (2018: 25) Males; some for School fees, some for Childcare Vouchers, some for Cycle to Work Scheme, all at different amounts.

Support staff roles are paid at an hourly rate appropriate to the evaluation of the role. For all support staff, the minimum hourly rate is at least the National Wage Foundation Living Wage (in force at the time the salary scales are reviewed, with effect from September annually) which is in excess of the National Living Wage. At the reference date, the School paid a minimum of £8.24 per hour compared to the Living Wage of £7.83 for those over 25 years of age but all support roles are evaluated by content criteria and benchmarked against local competitors and market rates, again regardless of gender.

Teaching staff, regardless of gender, are paid according to a Salary Scale, containing incremental points and thresholds, the criteria for passing which is clearly documented and subject to a panel assessment, again regardless of gender.

The gap seen in the mean and median figures, as well as in the Lower Middle Quartile, can be explained by the fact that there are many females in support roles (administration, technicians, teaching assistants, pastoral) which are part time and/or term time only – culturally and nationally, such roles continue to attract predominantly Female applicants, as the main child carer.

**Prepared by Cheryl Few, Director of HR.**

**Signed by the Chair of Trustees, Mr Jonathan Scott**