



## Statutory Gender Pay Gap Report

In April 2017, the Government introduced Gender Pay Gap legislation which required all employers of 250 or more employees to publish their gender pay gap. The snapshot date for employees in scope was 31 March 2017. This report provides both the statutory disclosures required, as well as further context around gender pay at the Trust.

Bridge Multi-Academy Trust (*Bridgeschools*) is committed to the fair treatment and reward for all staff irrespective of gender.

The Trust recognises that discrimination and victimisation is unacceptable and that it is in the interests of the Trust and its employees to utilise the skills of the total workforce. It is the aim of the Trust to ensure that no employee or job applicant receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment because of age, disability, sex, gender reassignment, pregnancy, maternity, race (which includes colour, nationality and ethnic or national origins), sexual orientation, religion or belief, or because someone is married or in a civil partnership. These are known as "protected characteristics".

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give of their best.

All employees, whether part-time, full-time or temporary, will be treated fairly and with respect.

Selection for employment, promotion, training or any other benefit will be on the basis of aptitude and ability. All employees will be helped and encouraged to develop their full potential and the talents and resources of the workforce will be fully utilised to maximise the efficiency of the organisation.

### **Our Commitment**



To create an environment in which individual differences and the contributions of all our staff are recognised and valued.

Training, development and progression opportunities are available to all staff.

To promote equality in the workplace which we believe is good management practice and makes sound business sense.

We will review all our employment practices and procedures to ensure fairness.

## Analysis

Employees (at 31/03/2017)	
	<b>287</b>
	<b>37</b>

Difference between Men and Women's Pay		
	Mean	Median
Hourly Rate	<b>16% Lower</b>	<b>40% Lower</b>

Difference in Bonus Pay		
	Mean	Median
	<b>n/a</b>	<b>n/a</b>

Proportion receiving a Bonus		
	Mean	Median
Men	<b>n/a</b>	<b>n/a</b>
Women	<b>n/a</b>	<b>n/a</b>

Pay Quartiles		
	Men	Women

Top Quartile	<b>18%</b>	<b>82%</b>
Upper Middle Quartile	<b>15%</b>	<b>85%</b>
Lower Middle Quartile	<b>6%</b>	<b>94%</b>
Lower Quartile	<b>4%</b>	<b>96%</b>

The Trust recognises that a gender pay gap exists, however further analysis helps to understand why this situation has occurred. Looking at teaching and support staff separately, the gender pay gap on women’s hourly rate reduces considerably.

For teaching staff, the gender make-up of this group is 90 female and 18 male employees for which there is no mean or median gender pay gap on women’s hourly rate.

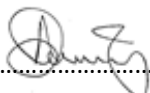
For support staff, 92% are female and of these 98% work on a part time basis. Both of these factors have an impact on the gender pay gap calculation. In comparison, just 8% of support staff are male of which only two thirds work less than 35 hours per week. .

The analysis below highlights that there are more women in teaching and support roles which attract a lower salary (lower middle (94%) and lower (96) pay quartiles.) This is the primary cause of the overall pay gap for the Trust.

The Trust aims to provide opportunities for all employees, regardless of gender, and maximise their potential at all levels in our organisation.

The Trust will continue to encourage applications from both genders for all vacancies through its inclusive recruitment policies and procedures and ensure flexible working is attractive to all members of staff.

I confirm that the information provided here is accurate

Signed .....

Position.....Chief Executive.....