



GENDER PAY GAP REPORT 2023



**STOKE
ON TRENT
COLLEGE**

STOKECOLLEGE.AC.UK

Introduction

by Lisa Capper MBE,
Principal & CEO



Our city is rich in diversity. Our College aims to reflect the people and communities we serve, not just because it is the right thing to do, but because gender balance and diversity are critical to us in delivering outstanding teaching and learning for our communities, and stakeholders.

We recognise that to succeed as an organisation we need the right people with the right skills and values in place at the right time. We need exceptional leaders and managers who champion our culture, live our values and facilitate high performance, and a talented, diverse, skilled and motivated and engaged workforce. To achieve our aim, we remain committed to building a diverse and inclusive workplace for our current and future team, that provides and promotes equality of opportunity to all employees irrespective of gender.

We all strive to support our learners to reach their full potential, an approach that we embrace for our employees too. Our aim is to ensure that, through effective policies, initiatives and supportive mechanisms for employees, reflection and scrutiny of our practices, behaviours and workforce profile, we continually move forward in addressing workplace barriers to equality.

Whilst I am clear that what we pay at the College is not driven by gender, we are fully aware of and committed to the journey faced by us and many UK employers to close the pay gap. Pay fairness is an overarching principle of our College Pay and Reward Strategy and Policy and attuned to our College values and culture, ensuring all elements of our pay and reward systems and practices are fully compliant with the Equality Act 2010. We are committed to the principle of equal pay for all our employees and to eliminating any bias which may be identified in our pay and reward systems relating to sex, sexual orientation, gender reassignment, age, disability, marriage and civil partnership, pregnancy and maternity, race, religion and belief.



Background

Stoke on Trent College is an ambitious organisation, supporting 8,000 students per year, enabling progression to all for a successful future. The College plays a vital role in enabling social mobility and supporting businesses and employers to drive up productivity.

Programmes are focussed on developing vocational, technical and professional skills. Our Skills Hubs have a focussed curriculum to drive opportunities in the priority sectors of Construction and Green Technologies, Engineering and STEM, Health and Social Care and Digital and Creative Industries. Our Specialist Academies in service industries play a vital part in growing the talent to meet local and regional workforce demand.

WHAT IS A GENDER PAY GAP?

Gender pay differs from equal pay – people frequently confuse the two but they are not the same. Gender pay shows the differences in average pay between men and women – a measure of labour market or workplace disadvantage. Equal pay means that there should be no contractual differences between men and women who carry out the same or similar jobs or work of equal value. This document sets out the College's pay data consistent with the methodology of reporting. It also sets out the ways in which we continue to ensure equality and diversity with regard to overall impact on pay levels and opportunities.

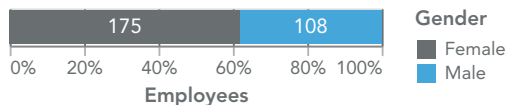
Our data at a glance

THE MEAN AND MEDIAN GENDER PAY GAP

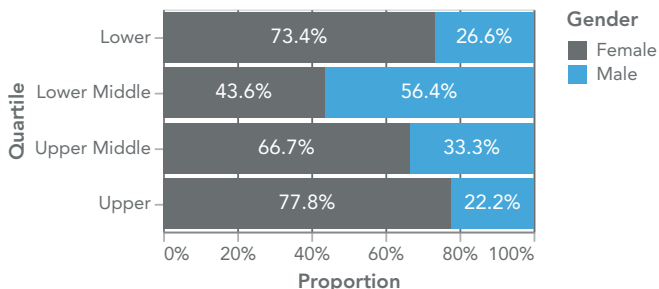
Based on an hourly rate of pay

		PAY £/HR	PAY GAP
MEAN	MALE	£16.23	6.12% 1.6% lower than 2022 2.41% lower than 2021
	FEMALE	£15.24	
MEDIAN	MALE	£15.49	5.29% 0.01% higher than 2022 3.79% lower than 2021
	FEMALE	£14.67	

TOTAL EMPLOYEES



THE PROPORTION OF MALES AND FEMALES IN EACH MEAN HOURLY RATE QUARTILE BAND SECTION



THE MEAN AND MEDIAN BONUS GENDER PAY GAP

Based on an hourly rate of pay

		BONUS £/HR
MEAN	MALE	£0
	FEMALE	£0
MEDIAN	MALE	£0
	FEMALE	£0
% RECEIVING BONUS	MALE	0%
	FEMALE	0%

Understanding the gap

As the summary figures show, a gender pay gap exists here at the College, although for 2023 data we can see a continuing downward trend on the previous two years.

In viewing our data, it is important to understand the wider context of the College workforce profile, particularly in relation to the nature of our business, and the range of skills and specialisms we draw from the wide range of industry sectors.

The College has a largely female workforce with two thirds of our workforce being female. We categorise our roles into Support, Academic, Management and Assessor roles. Support roles, which equate to 36% of the workforce, are in the majority (78%) occupied by female workers. The nature of the education sector, particularly for support services is to have term time working arrangements in place. This part time working is a factor in attracting predominantly females to these roles, reflective of society norms and childcare

responsibilities. In the scope of the College's pay structure, support roles are generally paid across the lower pay bands, in comparison to management and academic roles, or those requiring specialist knowledge and expertise, for instance from STEM industries.

Our STEM related provision echoes the industry sector in that there is a significantly lower proportion of females to males. This has impacted on our recruitment in these areas where our teams are dominated by males. There is no quick fix to this issue, but as a qualification provider and employer we are committed to supporting the required change. What we have also experienced in the Further Education Sector, and here at the College, is that in order to attract and secure good quality, highly qualified and experience staff from these industries, we are having to provide competitive reward packages not only aligned to market pay rates, but competitive to other colleges as we are competing in a small pool of applicants.

We are proud that our Management Team has a reasonable representative balance of 56% women and 44% men, and we will continue to strive to build diversity across the leadership teams within our departments. This has resulted in a significant variance to the upper quartile band.



Our commitment to closing the gap

We remain committed to sustained action in order to address a gender pay gap, through reviewing and exploring not only pay and reward but the ways that we manage and develop our people, and ensure that our College values are reflected in the behaviours of our leaders and managers and our policies and procedures. We will also seek opportunities we can take to help the situation outside of our organisation.

Understanding our gender pay gap is important and we will continue to focus on improving equality, diversity and inclusion through the delivery of our People Strategy as detailed below.

Recruitment and selection

We ensure that our recruitment and selection decisions within Stoke on Trent College are fair and equitable. We provide:

- Relevant guidance, training and support for recruiting managers and those involved in decisions about pay, policies, benefits and promotions; which encompasses equality, diversity and managing bias
- Clear role profiles that are rigorously job evaluated through a systematic role evaluation scheme which incorporates the principles of equal pay
- A clear and transparent pay and grading system



Our recruitment principles underpin our values with regard to equality and diversity in the College as follows:

- We will employ the most suitable person for the job role
- The recruitment process will be fair and transparent
- All candidates will be given the opportunity to showcase their capability
- We will recruit people with a commitment to our College vision, mission and values
- We will recruit people who can and will, or have the potential to, deliver an excellent service to our learners and community
- We seek to stimulate the pipeline of both genders to non-traditional areas of work
- We continually review and strengthen positive action statements in recruitment communications and processes

Performance management

We continue to develop our performance management tools to support all individuals to achieve their potential and aspirations, with a particular focus on individual's development needs. We use fair and transparent methods to identify those who have the potential to progress and look to provide coaching and mentoring support, and growth opportunities.

Learning and development

We provide continuous learning and development opportunities tailored to roles to build an expert and skilled College team. As part of our mandatory training programme, we ensure that all staff complete diversity, equality, and inclusion training. Our coaching and mentoring arrangements provide a systematic and visible network. We monitor support for personal development and culture through staff survey and putting in place targeted individual, departmental and College wide action plans.





Flexible working

We value our diverse workforce and have policies that support flexible and hybrid working arrangements. Since the pandemic, many colleagues have continued to access flexible working arrangements to support work-life balance while continuing to deliver effective teaching and learning and our valuable underpinning support and business services. We look for ways to improve ways of working to embed a healthy work-life balance for everyone – supporting individuals and teams to deliver their best work in a way that supports the quality of their personal life.

Working in partnership

We are committed to and work well in partnership with our trade union representatives to ensure equality in pay and benefits; responding to any concerns raised in relation to pay. Through staff survey and a range of other informal and formal engagement mechanisms we provide staff voice and feedback, enabling understanding and resolution to any issues raised or identified.



STOKE
ON TRENT
COLLEGE

Cauldon Campus

Stoke Road, Shelton, Stoke-on-Trent ST4 2DG

Burslem Campus

Moorland Road, Burslem, Stoke-on-Trent ST6 1JJ

T 01782 208208 **E** info@stokecoll.ac.uk

www.stokecollege.ac.uk