

The Isle of Wight College Gender Pay Gap Reporting – Supporting Statement

- i) The Isle of Wight College is committed to the principle of equality of opportunity and equal treatment of all employees and job applicants, regardless of their gender, race, disability, age, religion or belief, marriage or civil partnership, pregnancy, sexual orientation, gender reassignment. The college is proud of the gender diversity of its workforce. 66.8% of employees are female and females account for the majority of staff in each of the four pay quartiles.

Ensuring equal pay arrangements at The Isle of Wight College

- ii) Under the Equality Act 2010, men and women must receive equal pay for the same work, or work of equal value. The college can confirm that all male and female staff are paid the same rates of pay for the same job roles. For example, a male and female staff member who are both Lecturers in Hairdressing or Learning Support Assistants or Administrators, will be paid within the same pay grade. The college is also vigilant in ensuring that both males and females have equal access to roles at the college. To ensure this, the college adopts the following measures:
- Anonymised shortlisting for interview for recruitment.
 - A Family Policy and Flexible Working Policy which are designed to support and encourage applicants who have responsibilities for family and other dependents. For example, we offer a range of part-time and term time only contracts which provide flexibility around school hours.
 - An on-site Nursery to further attract those with young families.
 - We proactively promote our Family Policy including Shared Parental Leave arrangements, which enables female staff to share maternity leave with their partner.
 - A Safer Recruitment Policy that encourages equal male and female representation on interview panels and for promotion opportunities.
 - Ensuring pay rates are competitive and reflective of pay for similar roles in other organisations.
 - Of the 47 new staff recruited in 2019/20, 74.5% were female (73.8% in the previous year). Of the 51 leavers, 45.1% were male (34.1% in the previous year).
 - Of internal promotion secured by 19 existing employees in 2019/20, 73.7% were female (78% in the previous year).
- iii) To prevent unequal pay, the college, in line with many other large organisations, has a Pay Framework in place. This is agreed by the Corporation, in consultation with trade union representatives and reflects national pay scales for further education. The Pay Framework:

- Utilises objective pay grades to establish particular salaries for particular types of role (e.g. Lecturer, Administrator). These pay rates are applied to the role regardless of the individual and their gender or any other personal equality characteristics, as defined by the Equality Act 2010.
- Evaluates job roles and determines pay grades using an objective evaluation process which has been agreed with and involves trade union representatives.
- Includes a pre-determined and objective mechanism for agreeing the limited use of market supplements where the college is unable to recruit to specific posts due to market pressures on salaries. For example, there is a UK wide shortage of suitably qualified engineering professionals, both for general industry and the education sector.

Analysis of Gender Pay Gap

- iv) The gender pay gap at the college is directly related to the higher proportion of females employed in the lower two quartiles of the workforce (84.9% in the lower quartile and 69.7% in the lower middle quartile) and the types of job which are in these two quartiles (including learning support and administrative support roles). It should also be noted that female employees form the majority of the workforce in both the top and upper middle pay quartiles, both at 57.6% and 56.6% respectively, which includes teaching, professional and management level roles.
- v) The college encourages flexible working arrangements wherever possible and at all pay grades. However, the business requirements for learning and administrative support work is more likely to fit with part-time and term time only working arrangements. These roles in turn attract a higher proportion of female candidates which in part is due to the flexibility they provide in fitting with responsibilities for family or other dependents.
- vi) There has been an increase in the college's mean and median gender pay gap from last year's figures which directly relates to an increase in the proportion of females in the lower quartile. Further analysis has shown a larger number of male leavers and a higher number of female new staff joining the college in lower pay grades, which mainly relates to learning support roles. The increase in the proportion of females in the lower quartile to 84.9% has therefore directly led to an increase in the mean and median pay gaps. This is despite the college employing a majority of females in all pay quartiles including at management level. The reason for this anomaly is due to the formula used to calculate the gender pay gap, which means a higher proportion of females in the lower two quartiles has a negative overall impact, even where females are in a majority at all pay quartiles.
- vii) The college's primary focus in terms of action in the coming year will be on promoting the gender balance in the recruitment to learning support roles. Both the

college and students would potentially benefit from an increase in male role models within the learning environment. In addition, this measure would have the paradoxical effect of reducing the gender pay gap through higher representation of males in the lower pay quartiles. To support this, the college will seek to use a range of marketing and social media activity connected to recruitment, focussing on promoting the learning support role to both genders and with specific examples of males in learning support roles.