

EQUAL PAY POLICY STATEMENT – JANUARY 2021

Perth and Kinross Council is committed to the principle of equal pay for all our employees and to reducing occupational segregation in our workforce. This statement should be read in conjunction with our [Equal Pay Policy and Corporate Equalities Policy](#) published on www.pkc.gov.uk.

Further information on our commitment to [equality and diversity](#) and our [annual employment monitoring statistics](#) is also published on our website.

Equal Pay

Equal Pay Policy

Our policy complies with the legal duties under the Equality Act (2010) and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.

The General Equality Duty of the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 requires the Council to have due regard to the need to;

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act (2010).
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The responsible officer for equality in employment is the Corporate HR Manager.

Our policy sets out how we ensure equal pay. We will;

- Regularly review our pay and reward systems, to eliminate any bias Including taking appropriate measures to ensure fair promotion, development opportunities, and tackle occupational segregation
- Conduct regular equal pay audits for all employees to monitor the application of the Equal Pay Policy
- Work in partnership with the recognised Trade Unions to ensure that employees have confidence in the process of eliminating any bias in our pay and reward systems

Equality Impact Assessments

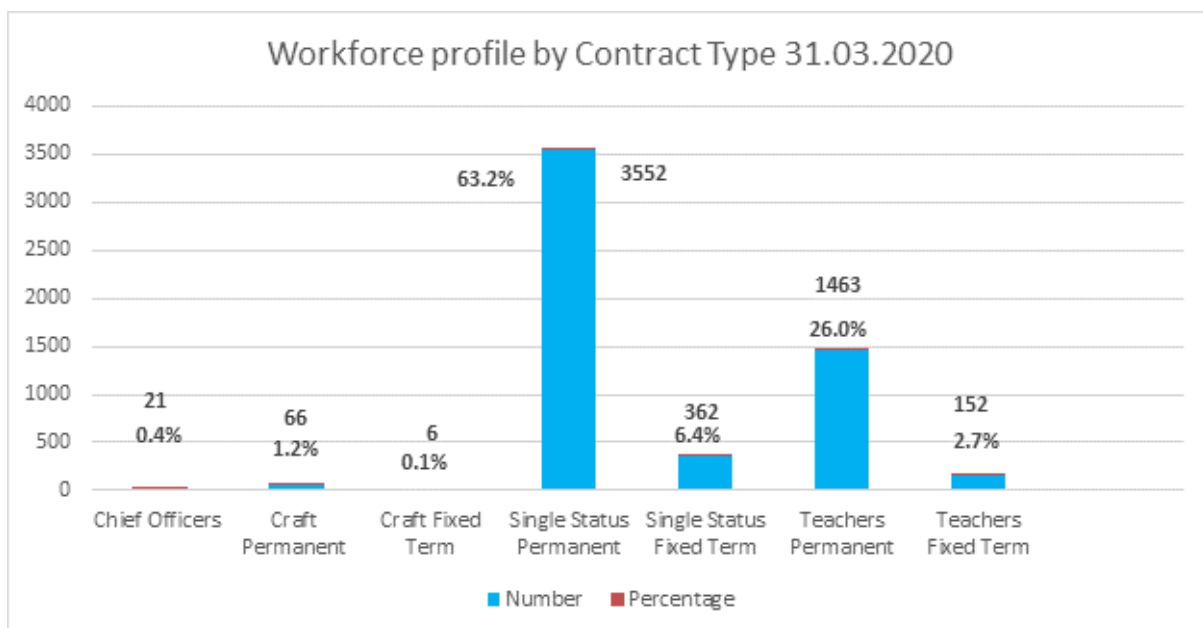
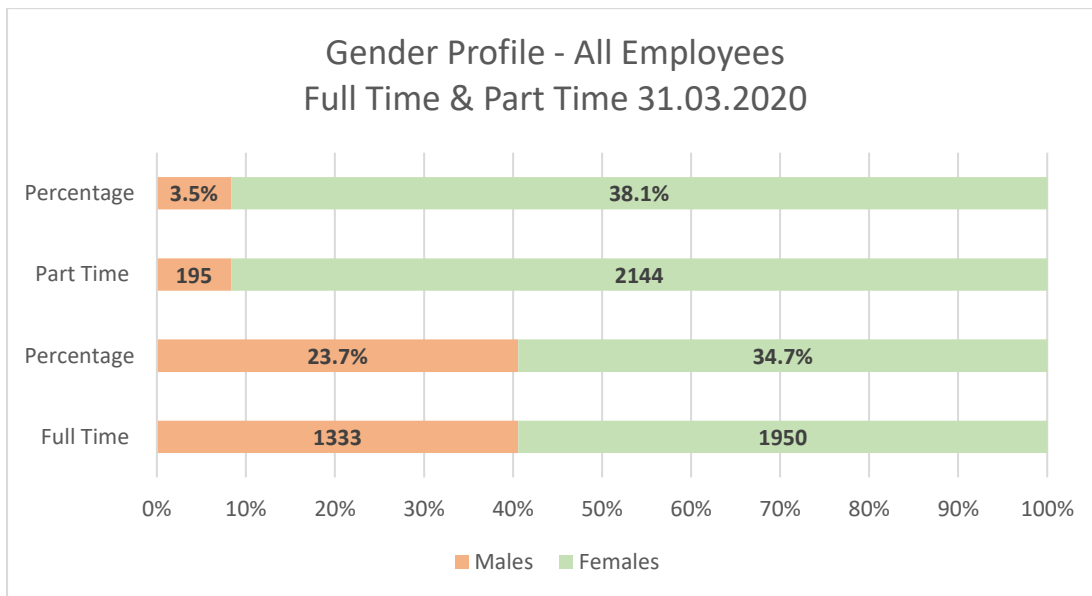
An equality impact assessment of the Equal Pay Policy is carried out at no more than three yearly intervals. This includes an assessment for the protected characteristics of sex, race, disability, age and analysis of sex/age bands combined.

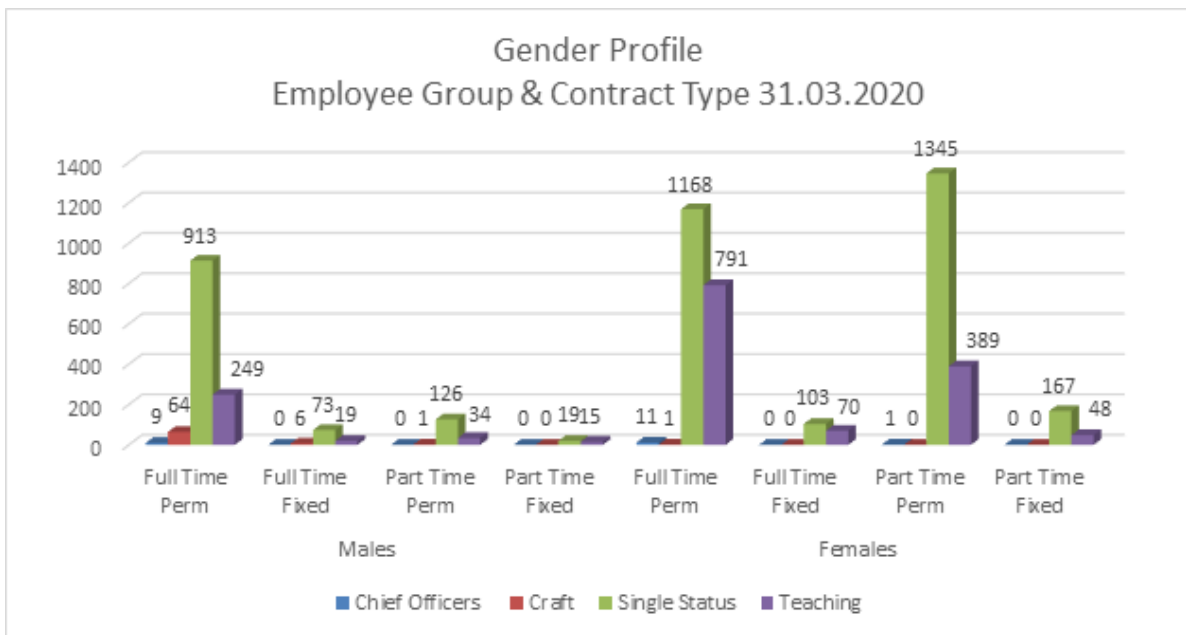
Like all Scottish Councils, we identified pressure at the lower end of our pay and grading structure as a result of the Scottish Local Government Living Wage. A review of the pay and grading structure was carried out ahead of any adverse impact on pay differentials for lower graded supervisory posts. This included an external and independent Equality Impact Assessment on the proposed grading model to ensure compliance with equal pay provisions, prior to the proposals being implemented from 1 April 2020.

Corporate Workforce Planning

Our corporate workforce plan has a strong focus on culture and identifies priorities for attracting, retaining and developing talent; healthy working lives and fair work. We recognise the importance of promoting equality of opportunity for all through our approaches to career development and succession planning, identifying and nurturing talent in a fair and robust way.

Through consideration of the analysis of our workforce data and equal pay audits as well as recruitment activity, we seek opportunities for positive action to promote a positive culture of equality, diversity and fairness across our workforce.





Job Evaluation

Job evaluation is key in supporting Business Transformation, Service reviews and restructuring. It continues to be the most robust method of providing a foundation for grading structures which satisfy the principle of 'equal pay for work of equal value'; and which are both fair and transparent.

Single Status

We use the nationally agreed 3rd Edition Scottish Councils Job Evaluation Scheme endorsed by the Scottish Joint Council in November 2015. The scheme was developed to reflect the range of jobs in Councils and support the implementation of the Scottish Joint Council Single Status Agreement.

The initial assessment and evaluation of jobs is undertaken by HR officers trained in job evaluation.

An independent Job Evaluation panel, chaired by an HR Manager or HR Team Leader who do not have any service aligned responsibility, in conjunction with other professional officers in HR, review all provisional outcomes to ensure the JE scheme is applied fairly and consistently before the outcome is confirmed by the panel chair.

Teaching

Promoted postholders' in schools are placed on the appropriate salary point as determined by the nationally agreed job sizing procedure for teaching. Where a new post is established or a vacant post is reviewed, the validation process consists of input and agreement with relevant professional officers in HR and Education & Children's Services and teaching trade union representatives of the Joint National Council for Teaching.

Pay Gaps

Gender pay gap

The Improvement Service introduced a Gender Equality Indicator in 2015/16 which reports on the gender pay gap in Scottish Councils. This indicator measures pay gaps based on average hourly rates of pay of males compared to females. The results include all employee groups, i.e. Chief Officers, Craft, Single Status and Teachers.

Trends in Gender Pay Gap – 2015/16 to 2019/20

Note: Negative pay gaps are in favour of females

	2015/16	2016/17	2017/18	2018/19	2019/20
Single Status	11.9%	11.0%	12.8%	12.1%	11.3%
Teachers	3.1%	2.4%	2.8%	4.0%	2.9%
Craft	-2.6%	-14.2%	-2.1%	-1.8%	-2.9%
Chief Officers	1.7%	-2.4%	-2.4%	-6.2%	-0.1%
All Staff	0.4%	-0.7%	0.7%	0.7%	-0.7%

Equal Pay Audits – Results from 2019/2020

Single Status

The expansion of Early Years has had a significant impact on the number of contracts in this group, with a total of an additional 136 contracts in 2019/2020.

The average hourly rate for all females increased by 43p whereas males increased by 36p, resulting in a reduction in the gender pay gap from 12.1% in 2018/2019 to 11.3% in 2019/2020.

In accordance with established best practice, gender pay gaps of greater than 3% within each grade and role are analysed. Our analysis has identified that consistent with previous years, where there is a difference between the hourly rate of males and females, it is due to length of service within the grade and salary progression.

Teachers

Changes in our workforce including appointments made for our new school, Bertha Park, have had an impact and have resulted in a reduction in the Teaching gender pay gap from 4% in 2018/2019 to 2.9% in 2019/2020.

Craft

We have a small cohort of Craft employees who are paid in accordance with the nationally agreed Craft pay scales. Due to the size of the cohort, a small change in our workforce can have a significant impact on the gender pay gap. The gender pay gap is in favour of females, an increase of -1.8% in 2018/2019 to -2.9% in 2019/2020.

Chief Officers

In this group the gender pay gap continues to be in favour of females, from -6.2% in 2018/2019 to -0.1% in 2019/2020 and this is due to new appointments and exits from this small group of senior managers.

Summary Results

The overall average hourly rate for males is £18.78 whilst females is £18.91, a difference of 13p in favour of females. Across all employee groups and grades where there is a difference between the hourly rate of males and females, it is due to length of service within the grade and where applicable, incremental salary progression within the grade.

Types of Occupational Segregation

Occupational segregation by gender, refers to the unequal distribution of women and men across different types and levels of work. This can perpetuate gender inequality in the workplace and contribute to the gender pay gap.

As part of our commitment to equal pay, at least two yearly, we drill down into detailed information on the gender profile of our most populated posts to seek out opportunities to take positive action to reduce occupational segregation in our workforce through recruitment and learning & development opportunities to advance career progression.

This is integrated within our workforce planning activity; we continue to work with Services to address both horizontal and vertical segregation which remain significant factors which influence gender pay gaps.

Horizontal segregation occurs when there are clusters of one gender in a role. For example, caring roles are typically carried out by females and construction roles are typically carried out by males. We review the gender profile our most populated posts to identify opportunities for positive action as an integral action within our workforce planning activity.

Modern Apprenticeship Programme

We are working hard to advance equality of opportunity for young people. Managers are encouraged to consider filling vacancies with apprenticeship/graduate posts as part of their workforce planning activity. We continue to expand the variety of apprenticeships offered with 22 areas now available. This ensures young people are developing skills in areas of growth and demand which enhances employability - the most recent additions were Digital Marketing and Digital Applications Support and we have significantly increased apprenticeships in early years and social care.

The recruitment process for modern apprentices guarantees an interview for those who are care experienced and those who disclose a disability at the application stage. In recent years the gender balance of modern apprentices being recruited has changed from 20% male/80% female in 2017/18 to 43% male/57% female in 2019/20.

A digital marketing apprentice has recently been appointed with a focus on improving and expanding our social media presence, marketing our apprentice opportunities to an

even wider audience of young people. The application rate from young people seeking a Modern Apprenticeship has increased significantly since this role was introduced.

Early Years in Childcare (ELC)

The expansion of Early Years in Childcare (ELC), which is a national programme, has provided such an opportunity.

Within ELC the third cohort of modern apprenticeships is underway and to date 21 employees have participated in the course. On completion of qualification and if deemed ready, through an interview process, the modern apprentices will gain permanent roles as Early Childhood Practitioners or Play Assistants.

This programme will continue to provide new staff into the sector with a clear career path for employees who wish to progress their career within this sector. This includes Modern Apprentices, Play Assistants, Early Childhood Practitioners, Senior Early Childhood Practitioners, Principal Early Childhood Practitioners and Centre Leaders.

The innovative Men in Childcare project achieved the Scottish Public Service Championing Gender Equality Award in 2017. The Men in Childcare training programme delivered in conjunction with Perth College UHI continues to help us create a more diverse workforce. Since the programme started, in excess of fifty men have completed the course. Fourteen have secured a post within ELC and eleven continued to study ELC related courses.

Learn to Teach

The Learn to Teach project, which started in 2016, provides an opportunity for employees to retrain to become Teachers. In November 2019, 7 employees, one of which is male, commenced on the training programme. To date, a total of 25 females and 1 male have participated.

Vertical segregation occurs when the jobs that are predominately carried out by one gender results in an uneven distribution of employees in the pay and grading structure that is not representative of the overall gender workforce profile.

There are four broad groupings within Single Status. Typical roles within each group are;

<p>Group 1 (GE1-GE3) Clerical/Senior Clerical Assistant, Breakfast Club Assistant, Customer Service Assistant, Play Assistant, Primary School Support Worker/Assistant, Refuse Collection</p>	<p>Group 2 (TAS4-TAS7) Admin Assistant, Customer Service Adviser, Reablement Assistant, Revenues Assistant, Early Childhood Practitioner/Senior Early Childhood Practitioner, Housing Assistant/Officer, Refuse Collection (Driver) Social/Senior Social Care Officer, Technician</p>	<p>Group 3 (PR8-TL12) Business Manager, Engineers/Senior Engineer, Project Manager, Social Worker, Senior Practitioner, Team Leader</p> <p>Group 4 (SM13-SM15) Service/Senior Service Managers</p>
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There are four broad groupings within Teaching. Typical roles within each group are;

Group 1 Main Grade Teacher, Music Instructor Group 2 Chartered Teacher, Education Support Officer, Music Coordinator	Group 3 Principal Teacher, Educational Psychologist, Quality Improvement Officer, Principal Depute Educational Psychologist	Group 4 Depute Head Teacher, Head Teacher
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Work Life Balance

We are committed to work life balance and provide a range of flexible working opportunities to support, develop and retain employees at work. Options which are available or accessible depend on the needs of the job and include part time hours, compressed hours, job share, flexitime, term time, time off in lieu, shift working, home working and annualised hours.

We implemented a revised Flexitime Scheme from 1 January 2019. This removed core hours and simplified the accounting periods from four weekly to monthly. Removal of core time hours provide greater flexibility for employees in terms of their hours of work and supports work life balance.

Since the start of the lockdown as a result of the Covid-19 pandemic a significant proportion of our workforce have been working from home. We have supported employees and maintained essential services by providing even greater flexibility in terms of patterns of work to help balance work & family commitments, facilitate learning at home & caring responsibilities. In certain circumstances special paid leave has also applied.

We have embraced the Scottish Government's plan for easing out of lockdown and continue to work from home, with restricted access to workplaces and special arrangements for health and practical reasons.

December 2020