

Equal Pay Statement

**Seeing Potential
Finding Solutions
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EQUAL PAY STATEMENT

As an equal opportunities employer, Glasgow Clyde College recognises the importance of equality and valuing diversity and as such is committed to ensuring that all staff are treated equitably regardless of their age, race (including nationality, ethnic or national origin), disability, sexual orientation, gender (including staff who have undergone gender re-assignment), marital/civil partnership status, parental status, religion or belief (or lack of religion or belief).

In line with our commitment to achieve equal opportunities for all staff, the College supports the principle that all employees should receive equal pay for work of equal value and aims to eliminate any bias in our reward systems.

The College recognises that in order to achieve equal pay for employees carrying out equal work we should operate a pay system which is transparent, based on objective criteria and free from unlawful bias on any grounds, including gender. This is a fundamental principle which is central to College policy on equality and diversity and pay related policies and practices. We use an analytical job evaluation system to assess the relative value of all jobs across our organisation which provides evidence in support of the allocation of each job within our pay grading structure.

Our Objectives

- To ensure there are no unfair, unjust or unlawful practices that impact on reward
- Where any inequality may arise, investigate promptly and take appropriate remedial action where required.

Action to Implement Policy

In order to put our commitment to equal pay into practice we will:

- Regularly review our reward policy and practice to identify any trends or anomalies which will be investigated and resolved
- Carry out regular monitoring of the impact of the College's pay practices
- Provide training and guidance for those involved in making decisions about pay
- Respond to grievances on equal pay as a priority
- Continue to work in partnership with the recognised Trade Unions on the actions and implementation of this policy.

It is the Colleges intention, through implementing the above actions, to avoid unfair discrimination and to reward fairly the skills, experience and potential of all staff.

The Gender Pay Gap Duty requires public authorities with 20 or more employees to publish a Gender Pay gap figure - which is the percentage difference between men's and women's average hourly pay, excluding overtime. The new duties as of April 2017 require public bodies to include race and disability considerations alongside gender in their equal pay statement along with Occupational Segregation evidence. The College acknowledge that whilst it is our specific duty to include this information, we are unable to anonymously and meaningfully report on the protected characteristics of race and disability due to the lack of data we currently hold in relation to each of them.

The College recognises that the collection and analysis of equality data is central to understanding and subsequently developing action plans to tackle occupational segregation and are taking steps to ensure that we are in a position to be able to do this going forward. An action plan has been included within our Equal Pay Report and the data in relation to race and disability will be published in April 2018.

The gender profile of staff is shown below.

The number of Glasgow Clyde College employees as of 1 February 2017 was 1025 (374 support staff and 651 lecturing staff.)

The College has 2 grading structures - one for Management and Support Staff and one for Lecturing staff - however all posts fit within the levels 1–10.

LEVEL	PURPOSE	ROLES	STRUCTURE	% MALE	% FEMALE
1	The most senior manager within the Organisation.	Principal	SMT	0	100%
2	Reports directly to the Principal and have primary responsibility for the organisation's performance and strategic development. Responsible for or have an overseeing role over all of the internal professional, academic and administrative services of the organisation. Responsibility for more than one functional area at a strategic rather than an operational level. Campus responsibility and likely to deputise for the Principal.	Vice Principal	SMT	33.3%	66.6%
3	Responsible for the directing a major function or department(s). Significant management and resource responsibility and will be part of the College senior management team (although Level 2 roles may meet separately as the ultimate executive decision-makers). Considerable amount of independent activity is required within the framework of organisational strategies and plans, and is subject only to general guidance.	Assistant Principals	SMT	60%	40%

4	<p>Head of a complete function or activity below the Senior Management Team, within an operational or technical area, likely to be a curriculum area or unit. Responsibility for staff within the area of activity and part of the management team for the overall function. Full managerial responsibility for one or more activities and input into policy formation for those activities. The work is likely to be highly diverse.</p>	Heads of Function/ School	Lecturing	26.7%	73.33%
			Support	50%	50%
5	<p>Responsible for the day-to-day management of a significant professional service unit, activity, department or project, with specifically identified responsibilities. Full responsibility for a complete function or activity below Senior Management Team level but will be part of the management team for the overall function.</p>	Senior Lecturers / Unit Managers	Lecturing	45.92%	54.08%
			Support	33.33%	66.66%
6	<p>Operate as a fully competent and experienced professional within a single area of work with minimal supervision. Responsible for guiding less experienced staff at level 7 and below and may co-ordinate the activities of a team. In the case of academic staff there will be no responsibility for staff or budgets but significant responsibility for students.</p>	Lecturers, Team Co-ordinators, Specialists	Lecturing	37.79%	62.21%
			Support	38.18%	61.82%
7	<p>Works out-with immediate and close supervision where the main activity requires specific technical/vocational qualifications. Provides fairly complex support services.</p>	Assessor/ Tutors/ Senior Administrative/ Technical Specialists	Lecturing	0	0
			Support	56.58%	43.42%
8	<p>Normally working under supervision and experienced in specific areas of job role.</p>	Administrative/ Technician/	Lecturing	0	0

	Responsibility mainly for performing a range of tasks with role requirements being clearly defined.	Craftsperson/ Student Support	Support	25.22%	74.78%
9	Carrying out a range of tasks within a defined scope and where guidance is readily available from supervisors. Planning and organising of own workload will typically be required (largely around the timing and sequencing of assigned tasks to make sure deadlines are met).	Clerical/ Support Workers	Lecturing	0	0
			Support	32.14%	67.86%
10	Carrying out tasks under close supervision, often as part of a team engaged in similar tasks.	Manual	Lecturing	0	0
			Support	14%	86%