

Glasgow School of Art

Equal Pay Review

April 2015

1 Introduction

The Glasgow School of Art (GSA) supports the principle of equal pay for work of equal value and recognises that the School should operate a pay system that is based on objective criteria. In August 2007, the GSA implemented a new pay framework in which posts were allocated a job grade in line with the Higher Education Role Analysis (HERA) job evaluation scheme. One of the main objectives of implementing the HERA scheme was to ensure that employees were paid equally for work of equal value.

The GSA is committed to avoiding pay discrimination and to rewarding staff fairly. Conducting this Equal Pay Review reflects this commitment and we will continue to carry out regular monitoring of the impact of our pay practices.

This is the third Equal Pay Review conducted by GSA. The first one was carried out in 2010, and the second one was conducted in 2012.

Aims of the Equal Pay Review

An equal pay review is an analysis of an organisation's pay structure in order to identify and eliminate any gaps that cannot satisfactorily be explained on objective grounds other than gender or any other protected characteristic. This report aims to achieve the following:

- highlight any pay gaps between the protected characteristics of staff;
- assess any difference in the gender pay gap since the Equal Pay Audit 2012;
- establish the reasons for any significant differences in pay and ensure that these reasons are objectively justified, and;
- Develop an action plan to address any equal pay issues.

2 Data Collection

The Equal Pay Review uses existing staff data to provide an overview of pay patterns across the institution. The information was collated from the payroll database on 31st March 2015. The protected characteristics extracted for various reports are gender, age, disability, ethnicity, religious belief and sexual orientation. Hours worked (part time/full time) has also been reviewed.

The data collected is for GSA contracted staff and does not include visiting staff at this time due to limited information held on visiting staff. It is anticipated that we might be in a position to report on Visiting Staff in future reviews.

The "*Other*" category are members of staff, inclusive of the Director of the School, whose salaries are determined by the GSA Remuneration Committee rather than by the HERA job evaluation scheme.

The report indicates the percentage value of any pay gaps. This is shown as -% if women are paid less than men and a +% if women are paid more than men. This principle is applied where one protected characteristic is compared to everyone else. The calculation used to determine the pay gap as recommended by the Equality Challenge Unit is as follows:

- a. the difference of the man's average salary is calculated against the woman's average salary
- b. the difference divided by average salary of men x 100 = + or - %

Where length of service is referred to in this review, *overall* length of service is used rather than length of service within the grade.

3 Current Practice

Employees are allocated to a grade on the pay scale. All employees with more than 6 months service in a particular grade progress to the next spine point within the grade in April each year, irrespective of performance. The salaries attached to each grade increase in August each year when nationally negotiated pay awards are agreed. All internal promotions are automatically appointed to the bottom of the new grade. External appointments are normally placed at the bottom of the grade unless a case is made to appoint otherwise. This must be based on experience and current salary.

4 Grading Structure

The GSA grading structure, which consists of nine grades, is attached as Appendix 1. The number of spine points within each grade varies from grade to grade. Grades 2 and 7 have the most spine points within each grade. Grade 2 has seven spine points and Grade 7 has nine spine points. In all grades, with the exception of Grades 2 and 7, it is possible to reach the top of the grade on the grading structure within a maximum of 6 years.

5 Findings

Overall Salary Comparison of Women and Men – March 2015				
Job Grade	Women	Men	Total Posts	Pay Gap %
1	27	15	42	0.2
2	6	3	9	3.9
3	40	8	48	0.8
4	11	14	25	-2.7
5	45	33	78	-1.8
6	27	17	44	-1.9
7	83	86	169	0.3
8	16	30	46	-2.8
9	11	10	21	-0.5
FE64	0	1	1	N/A
Other	4	11	15	-18.5
OVERALL TOTAL	270	228	498	Overall Pay Gap -16.60%
Total Grade 8 +	31	52	Total no. of women and men in Grade 8 or above post	

Table 1

- 5.1 Table 1 gives a summary of all staff, full time and part time as at 31st March 2015. It represents the gap within each pay grade and the overall pay gap of -16.6%, of the average earnings of a woman against the average earnings of a man at GSA.

Within the grades, there are more men (62%) than women (38%) occupying Grade 8 posts and above which would account for the overall pay gap. The associated numbers are highlighted at the bottom of Table 1.

This is an example of occupational segregation (OS). OS is where women and men tend to do different types of work and where either sex tends to be clustered within certain grades. There are examples of the former occurring in GSA which will be discussed in due course.

Although the overall gap is -16.6%, most pay differences within the grades can be objectively justified in sections 5.2 to 5.16 below.

- 5.2 The total posts included in all calculations throughout the report is 498.
- 5.3 There is a 0.2% pay gap within Grade 1. In line with guidance, the figures do not include the shift allowance paid to janitorial staff. Within the grade, there are 27 domestic assistants (26 female and 1 male), 1 telephonist (female), 1 continuing education assistant (male), 1 apprentice (male) and 12 janitors (male). Occupational segregation exists in this grade as all of the domestic assistants with the exception of one are female, and all of the janitors are male.

When shift allowances are included, however, a pay gap in favour of men can be observed. Janitorial staff are paid a shift allowance for participating in a 3-shift rota pattern (including night shift) and over time for hours worked over 35 per week due to the fact that the rota is based on a 39 hour week.

The majority of Domestic Assistants and Janitors are on the same point within the grade in relation to basic salary.

With the exception of one, the Domestic Assistants are part time and the Janitors are all full time. Where Domestic Assistants work over time they receive plain time up to 35 hours, thereafter they receive the same over time rate as the Janitors. Part time worker pay comparisons are discussed from section 5.17.

The pay gap has increased by 0.2% in favour of women since 2012. There is an increase in the number of both women and men employed in the grade.

- 5.4 In 2012, there was a -1% pay gap in Grade 2 due to the males, on average, having a longer length of service in the grade. In 2015, the figure is +3.9%, as the women now have similar length of service. There are still more females than males in the grade.
- 5.5 There is no significant pay gap in Grade 3. This was also the case in 2010 and 2012, and the 0.8% pay gap has not altered since then.
- 5.6 Grade 4 posts are made up of 7 posts that attract a market supplement (with 6 males and 1 female currently in these positions) and 18 posts which do not attract a market supplement.

The posts which have a market supplement attached to them have been evaluated using HERA at Grade 4. The grade 4 salary scale is £22,029 - £24,775 per annum, however, this particular type of post is paid at a higher rate within the local market. In order to attract and retain employees, these salaries have been supplemented with a lump sum payment in order to pay market value for these posts. Market supplement applications are reviewed every 2 years to ensure they remain justifiable and necessary.

The pay gap exclusive of the market supplement is -2.7%. The pay gap inclusive of the market supplement is -12.3%. The gap has worsened since 2012, when the figure was -7.1%. Whilst there are now 8 more women employed in this grade compared to 2012, the pay gap is still in favour of men, as the males have an overall longer length of service than the females. Furthermore, there are 6 males with a market supplement applied to their salary, compared to only 1 female.

- 5.7 The pay gap in Grade 5 has increased from -0.6% to -1.8%. The reason for the pay gap is that while there are more females than males in grade 5, there were 14 new female members of staff in the grade and only 7 new males. Therefore, almost a third of all female employees in grade 5 have been appointed recently at the bottom of the scale, whereas almost 80% of the males are in the middle or the top of the grade due to length of service.

Furthermore, 2 females who had long service have been promoted and therefore moved from Grade 5 to Grade 6, further impacting on the gender pay gap in grade 5. In 2012, there were 2 male and 2 female new starts, compared to 14 female and 7 male new starts in 2015, demonstrating a significant rise in the number employed in this grade.

- 5.8 Although the pay gap in grade 6 is still in favour of men, it has decreased significantly since 2012 by 2%. The employment of women into this grade has increased by 10, and the number of men employed in this grade has increased by 4. However, it is evident that on average, the females in Grade 6 are still earlier on in their career than the males.

Overall, with regard to both grade 5 and grade 6, although the pay gap is still in favour of men, what is evident is that more females are now being employed in these grades than ever before.

- 5.9 Similar to the results in 2010 and 2012, there is no significant pay gap within Grade 7. However, what is interesting is the shift in the pay gap, from -0.7% to +0.3%. This is because on average women now have a greater length of service.

There has been an increase of both males and females in the grade. The number of females in grade 7 has risen from 61 in 2012 to 83 in 2015, and the number of males has risen from 64 in 2012 to 86 in 2015.

- 5.10 In 2010, and 2012, there were more males than females employed in Grade 8. In 2015, this pattern is still evident. There are 30 males employed in this grade compared to 16 females. This along with a higher average length of service in favour of males accounts for the pay gap of -2.8%. However, as with grades 5 and grade 6, it is evident that the pay gap between men and women has narrowed.

- 5.11 Grade 9 of the structure has only 2 spine points. Therefore, employees with more than 2 years' service in this grade cannot progress any further in the grade. The minor pay gap in this grade has remained the same as it was in 2012, however, there has been a slight shift in the numbers. In 2012, there were more males than females in the grade. Now there are 11 females and 10 males in Grade 9. All the males are paid at the top of the grade, and there are 9 females at the top of the grade and 2 at the bottom of the grade. Therefore, length of service in the grade in favour of men leads to this minor pay gap. This could close over the coming years when the two women progress, providing the staff profile remains the same.

- 5.12 FE64 consists of only one male. Therefore there is no gender pay gap.

- 5.13 The Other category consists of those members whose salaries are determined by the GSA Remuneration Committee, inclusive of the Director of the School. These are determined by taking into consideration a wide range of responsibilities which differ within this group.

The Other category consists of 11 males and 4 females. The overall pay gap is due to more men than women currently holding more senior posts.

The pay gap within the category of staff who are remunerated outside of the grading structure has seen a significant increase of 68.4%. Contributing factors can be observed as follows:

- The resignations of the Director and Deputy Director, both female, in 2013 and 2014 respectively. The highest paid member of staff within the institution (Director), who was female, was replaced by a male counterpart;
- Despite the fact that there are now more females in this category, a number of posts occupied by females are depute roles and are therefore remunerated at the lower end of the scale. The loss of the Deputy Director role (which was occupied by a female who was not replaced) and the appointment of a male to the highest paid role, outweigh the impact of the increase in female role holders in this category.

Pay Gap Aug 2012 versus Mar 2015

Job Grade	Aug-12			Mar-15		
	Women	Men	Pay Gap %	Women	Men	Pay Gap %
1	21	14	0	27	15	0.2
2	5	2	-1	6	3	3.9
3	35	8	0.8	40	8	0.8
4	3	12	-7.1	11	14	-2.7
5	31	24	-0.6	45	33	-1.8
6	17	13	-3.9	27	17	-1.9
7	61	64	-0.7	83	86	0.3
8	11	26	-3.6	16	30	-2.4
9	7	10	-0.5	11	10	-0.5
FE64 Scale 1	2	3	0	0	1	N/A
Other	3	10	49.9	4	11	-18.5
Total Pay Gap summing up average salaries	196	187	-14.80%	270	228	-16.60%

Table 2

5.14 When comparing the data from 2012 to 2015, the overall pay gap has worsened by 1.8%. This has occurred mainly due to the circumstances outlined in 5.13.

5.15 Within the grades in 2012, there were more men (67.9% of the total male employees) than women (51.5% of the total female employees) occupying Grade 6 posts and above. These figures have remained the same in 2015. There is now a significant increase in the employment of both males and females in grade 7.

Overall, it is evident that the pay gap in the majority of grades has narrowed since 2012, with the exception of grade 5, as outlined in section 5.7.

5.16 Table 3 below demonstrates the overall pay gap for the UK Workforce, as reported by the Equality Challenge Unit, as well as the comparison between the 2012 and 2014/15 figures. GSA has a smaller pay gap than that of the National UK Workforce. Although there has been a significant decrease in the pay gap for the UK Workforce and an increase in the pay gap for GSA, the gender pay gap at GSA can still be seen to be lower than the national average.

Pay Gap (All Employees)	UK Workforce	GSA Overall Pay Gap
2014/15	-17.5% (ECU 2014)	-16.6%
2012	-22.6% (ECU 2012)	-14.8%

Table 3

Pay Gap - Full Time Staff and Part Time Staff

5.17 Table 4 below splits the workforce into part time and full time categories. Of the 498 employees, 239 are part time and 259 are full time. The overall pay gap between part time and full time employees is -9.7% in favour of full time employees. This is a 2.5% improvement in the figures since 2012. Although this is not based on gender, the gender pay gap is influenced by this figure. As 55.6% of women work part time in comparison to 39% of men, this widens the gender pay gap amongst part time employees. In 2012, 55.6% of women and 35.8% of men worked part time. Thus, in 2015, the number of people working part time has increased for both men and remained the same for women.

Grade	Part Time (PT)			Full Time (FT)		
	Women	Men	Pay Gap (%)	Women	Men	Pay Gap (%)
1	24	3	4.4	2	13	-1.7
2	2	2	6.5	4	1	7.1
3	21	3	0.5	19	5	0
4	1	0	N/A	10	15	-10.2
5	26	11	-1.8	19	22	-1.2
6	10	4	-2.7	16	14	-2.8
7	58	57	1.6	25	29	1.3
8	7	6	-4.8	9	23	-1.1
9	1	2	0	10	8	-0.6
FE64 Scale						
1	0	1	N/A	0	0	N/A
Other	0	0	N/A	4	11	-18.5
Total	150	89	-18.3%	118	141	-12.3%
Overall Pay Gap between PT and FT employees						-9.70%

Table 4

Part time staff

- 5.18 There are 239 part time posts. Of these 239 part time posts, 150 are women and 89 are men. The overall pay gap between part time men and women is -18.3%, compared to -22.1% in 2012.
- 5.19 It is evident from Table 4 that there are still more women than men in part time posts and more men than women in full time posts.
- 5.20 The overall pay gap of -18.3% in relation to part time employees is influenced by the fact that over half of the part time workers are women. 49.3% of women compared to 21.3% of men are attributed to the lower grades (1-5). Of the 89 part time men, 78.7% are attributed to grade 6 or above. There are 50.7% part time women that are attributed to grade 6 or above. This therefore demonstrates that occupational segregation exists within part time posts as more men than women occupy higher grades.
- 5.21 There is a good representation of women within Grade 7. Of the 83 women (part time and full time) that occupy Grade 7, 69.8% are part time. Typically within this grade, the majority of staff are lecturers (also often part time posts), which may be a reason why there are more women in this grade.
- 5.22 The significant pay gap in favour of part time women in Grade 2 is accounted for due to there being more females in the grade than males.
- 5.23 The pay gap in Grade 5 is a result of males having an overall longer length of service in the grade than females.
- 5.24 The pay gap for part time staff favours men. This is because the majority of the part time men are in the higher grades and the majority of part time women are in the lower grades. This means that comparative salaries are higher for men therefore the overall pay gap is in their favour.

Full Time Staff

- 5.25 The overall pay gap for full time employees is in favour of men at -12.3%. The figure in 2012 was -12.2% so there has been little change in the overall pay gap for full time staff. Within each grade, with the exception of Grade 2, 3, and 7, the pay gap is in favour of men. Sections 5.1 to 5.16 identify the various reasons as to why the pay gaps exist.
- 5.26 The pay gap in Grade 2 and 3 in favour of women exists due to there being more women than men in that grade. The pay gap in grade 7 exists due to women overall having a longer length of service in the grade.

Pay Gap – Age Profile

5.27 For the purposes of this review, the age groups will be broken down into 4 distinct age groups as defined by HESA. Table 5 highlights the number of employees who fall within each age group and further breaks this down into the numbers within each grade, showing the split of the age groups by gender. Within the School the majority of employees (48.2%) are within the 35 – 49 age group category. This is broadly similar to 2012 where 47% of employees were within the 35 – 49 age group category.

Grade	Under 34		35 - 49		50 -65		66+	
	F	M	F	M	F	M	F	M
1	4	2	9	7	13	7	0	0
2	2	2	2	1	2	0	0	0
3	10	1	19	5	11	1	0	1
4	7	10	4	3	0	2	0	0
5	20	7	18	14	6	11	1	1
6	7	2	15	11	4	5	0	0
7	15	10	45	46	23	30	0	0
8	0	0	10	11	6	16	0	2
9	0	0	8	3	3	5	0	2
FE64 Sc1	0	0	0	0	1	0	0	0
Other	0	0	1	8	3	3	0	0
Total	65	34	131	109	72	80	1	6

Table 5

5.28 Table 6 gives an overall view of pay within the age groups and further breaks this down by gender.

	Overall Average Pay	Women Average Pay	Men Average Pay	Pay Gap %
Under 34	£27,306.65	£27,100.19	£27,701.35	-2.2
35-49	£37,420.31	£35,340.15	£39,920.21	-11.5
50-65	£39,734.08	£35,449.91	£43,436.45	-18.4
66+	£40,185.00	£22,255.50	£46,161.50	-51.8

Table 6

- 5.29 Table 6 demonstrates that the overall pay increases with age in GSA. The average pay of women is lower than the Overall Average Pay in all of the age groups and the average pay of men is higher than the Overall Average Pay in all age groups. Section 5.30 – 5.34 will look at the reasons for this.
- 5.30 There is a significant pay gap in favour of men within each of the age groups. As illustrated in Table 1, more men than women occupy Grade 8 and above posts, which is why there is an overall pay gap across all age ranges. Within each individual age group, this theme continues.
- 5.31 It can be observed in Table 5 that there are more women (65) than men (34) aged under 34, however, the pay gap is still in favour of men. This is because of those in this age category, there are more women (16) than men (5) in lower graded posts (Grades 1 – 3).
- 5.32 There are more women (131) than men (109) in the age 35 – 49 category. There are a total of 41 people in Grade 8 or above in this age category, made up of 19 (46.3%) women and 22 (53.7%) men. As a result, the pay gap favours men.
- 5.33 Within the age group of 50 – 65, this represents the second biggest pay gap in favour of men. There are a total of 22 people in Grade 8 who are in this category, 16 of which are men and 6 of which are women. This accounts for the pay gap in favour of men in this category.
- 5.34 Within the age group of 66+, this represents the biggest pay gap in favour of men. This is as there are 6 males in this age category and only 1 female. Furthermore, 4 of these males are in Grades 8 and 9, whereas the female is in Grade 5 and as result the pay gap significantly favours men.

Recruitment Analysis

- 5.35 To establish what posts women and men are applying for at GSA, available recruitment analysis data has been obtained for posts advertised in 2014 and 2015. This data is obtained from the equal opportunity section of the application form submitted by applicants on GSA's online recruitment system. The equal opportunity section is optional for applicants to complete; therefore, equal opportunity information for all candidates may not have not necessarily have been provided.
- 5.36 Between January 2014 and December 2014, 951 women and 805 men applied for 81 posts in GSA. 31.8% of women and 41.9% of men applied for posts Grade 6 and above. The largest number of female applicants was for an administrative role (grade 3) and the largest number of male applicants was for an IT role (grade 5).

There were 3 posts advertised on the Other Scale. 35% of these applicants were female compared to 65% male.

5.37 From January 2015 until March 2015, 689 women and 352 men applied for 29 posts in GSA. 6.5% of women and 19.6% of men applied for roles Grade 6 and above. The largest number of both male and female applicants was for two Grade 3 roles. A total of 437 applications were received for these two Grade 3 roles alone. 75% of these applicants were female, with only 25% male applicants in comparison.

In 2015, there have been 2 posts advertised on the Other Scale so far. 21% of applicants were female compared to 79% of male applicants.

Pay Gap – Disability

Disclosed Disabled	Not Known or specified	None	Pay Gap %
17	396	85	-22.8

Table 7

5.38 3.4% of the workforce has disclosed their disability. The overall pay gap of -22.8% compares those who have declared themselves as having a disability against the rest of the workforce. It is unknown if any of the 396 staff (79.5%) who have chosen not to disclose have a disability or not. Those who have disclosed a disability are found within the following grades:

Employees Disclosed Disabled			
Grade	Women	Men	Total
1	3	1	4
2	0	0	0
3	1	1	2
4	1	0	1
5	2	3	5
6	0	0	0
7	2	2	4
8	1	0	1
9	0	0	0
FE64	0	0	0
OTHER	0	0	0
TOTAL	10	7	17

Table 8

5.39 70% of those who have disclosed a disability are represented in Grades 1 – 5 rather than higher graded posts which would account for the significant overall pay gap.

5.40 The comparative numbers are small and may not be a true reflection of any pay issue.

Although there is currently a smaller % of overall employees who have disclosed a disability in 2015 (3.4%) than in 2012 (5%), this variation is not substantial and it may be that some employees may not disclose a disability if they do not feel it directly or significantly impacts on their role.

Pay Gap – Ethnicity

White	BME	Refused	Pay Gap
463	21	14	2.20%

Table 9

5.41 Black and Ethnic Minority (BME) Groups represent 4.2% of the workforce. The overall pay gap of 2.20% compares BMEs with the rest of the workforce. Those from BME backgrounds are represented within Grades 4 – 9.

BMEs are represented by those from Asian, Black African, Chinese, Other Asian Background, Other Ethnic Background and Other Mixed Background.

In 2012, 95% of the workforce was white whilst in 2015, this has decreased to 93% of the workforce.

In 2012, 3.7% of the workforce was from BME groups whilst in 2015, this has increased slightly to 4.2%.

5.42 Where BMEs are represented within a grade, the pay gap is as follows:

Grade	White	BME	Pay Gap %		Grade	White	BME	Pay Gap %
4	23	3	-4%		7	164	6	-4.60%
5	73	5	-4.70%		8	41	4	2%
6	42	2	-9.20%		9	20	1	0.20%

Table 10

5.43 The most significant pay gap exists in Grade 6 and is due to both of these 2 members of staff from a BME background having less than 1 years’ service and they therefore sit near the bottom of the grade.

5.44 There does not appear to be a pay issue for this protected characteristic. There is, however, a low BME representation within GSA.

Pay Gap – Religion / Belief

5.45 The breakdown of religion or belief within GSA is detailed below:

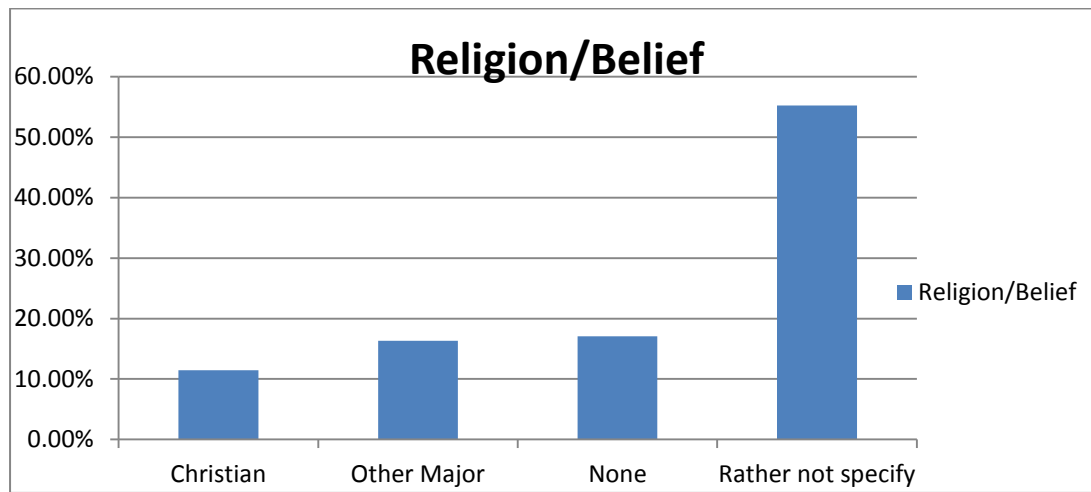


Table 11

5.46 Those who have declared their religion or belief, including Christian, Other Major religion or belief or None account for 44.8% of the GSA workforce and those who have not specified whether they have a religion or belief are 55.2% of the GSA workforce.

5.47 The pay gap between those who have not specified their religion or belief, and those who have cited Christian, Other Major or None as a religion or belief is +1.26%. The reason for this pay gap is there are more higher paid employees in the former category.

Pay Gap – Sexual Orientation

Heterosexual	Lesbian/Gay/Bisexual	Refused to Specify	Unknown
230	12	41	215

Table 12

5.48 48.5% of the workforce has disclosed their sexual orientation. This has decreased by approximately 9.2% from 57.7% in 2012. 2.4% of the workforce has disclosed their sexual orientation as being Lesbian, Gay or Bisexual (LGB).

Where a comparison is made between Heterosexual against Lesbian, Gay or Bisexual, the pay gap is +20% in favour of those with LGB sexual orientation. This is because the majority of those who have disclosed their sexual orientation as being LGB hold posts within higher grades.

Those whose sexual orientation is Heterosexual are more evenly spread throughout the pay grades and therefore the overall average salary is lower.

The small numbers of those who have disclosed LGB sexual orientation (2.4%) and the 51.4% of those who have chosen not to disclose their sexual orientation is insufficient data to allow analysis of any possible pay issue.

6.0 Conclusions

There are two major factors that are contributing to the gender pay gap:

- The profile of the Other category has seen a significant change;
- Men continue to be concentrated in the higher grades and overall have longer service.

Equal Pay for work of equal value within GSA is largely demonstrated **within** each grade of the structure. Where improvement can be made within the School is more representation of women in the higher grades and more representation of men in the lower grades. However, progress has been made since 2012 with more women employed in higher grades, particularly in Grades 6 and 7.

Recruitment analysis shows men and women tend to apply for those roles that are typically male or female orientated roles i.e. men will apply for senior management roles which attract a higher rate of pay. Women still appear to be clustered into the '5 Cs' - catering, cleaning, caring, clerical and cashiering roles which attract a lower rate of pay and are underrepresented in senior management.

There continues to be a significant gap amongst part time employees, although progress has been made in this area since 2012.

Although the pay gap for those who are disabled appears to have narrowed, there continues to be an issue with non-disclosure which does not allow an accurate analysis to be determined.

There is no apparent pay issue in regard to Ethnicity, but the issue may lie with underrepresentation of this protected characteristic within the School. More data is required in respect to the other protected characteristics in order to present a clearer picture of whether there are any meaningful pay gaps.

Overall, since 2012, the pay gap has narrowed in many areas, which has been evident throughout this report.

7.0 Recommendations

- 7.1 There are already a range of good practices within the School that have had a beneficial effect in this area and the school should seek to ensure that these continue to be consistently applied. Areas that we should monitor and work to strengthen include:
- Ensure that all those involved in making pay decisions have been appropriately trained in best employment practice based on equality and diversity;
 - Continue to monitor salaries on appointment to ensure that all candidates are appointed at the first point of the appropriate grade unless there is a justifiable reason to appoint higher up the grade;
 - Continue to apply a consistent approach to determining the starting salary of internal and external appointments.;
 - Conduct a review of the existing number of steps within each grade of the Pay Framework to protect the School from challenges on grounds of gender and age discrimination.
- 7.2 Where there is a difference in pay, examine how external recruitment for the different professions is undertaken to ensure that there is no underlying bias that prevents women from taking up more senior posts. Research should be undertaken specifically in relation to:
- selection criteria - minimum experience required, specifically for those roles currently dominated by males;
 - gender profiling at each stage of the recruitment process (i.e application, interview and appointment);
 - consideration of the working hours / patterns for senior roles.
- 7.3 Encourage disclosure, particularly in relation to sexual orientation, disability and religion to allow a more robust analysis of the pay gaps within these categories.
- 7.4 Ensure that the systems that exist out with the pay framework are consistent with the principles of equal pay for work of equal value.

