



ACTIVE LEARNING TRUST

GENDER PAY GAP: SNAPSHOT DATE 31 MARCH 2021

(REPORT DATE: MARCH 2022)

This Report contains the Active Learning Trust Statutory disclosure of the Gender Pay Gap for the annual reporting period and based on the public sector annual snapshot date of 31 March 2021. The published information has been prepared from payroll data on that snapshot date and is accurate at the time of publication

Employers of more than 250 employees must publish the gap in pay between men and women by the Median (distribution of pay rates) and the Mean (average hourly salary) rates, and on the basis of four quartiles of pay value distribution by gender.

Gender representation at the reporting snapshot date

'Relevant Employees'	No of people	Gender split as a %
Female	1450	84.35%
Male	269	15.65%
Total	1719	100%

Median and Mean Hourly Rates

The data relating to the median and mean hourly rates by gender and the overall percentage gaps by gender is shown below:

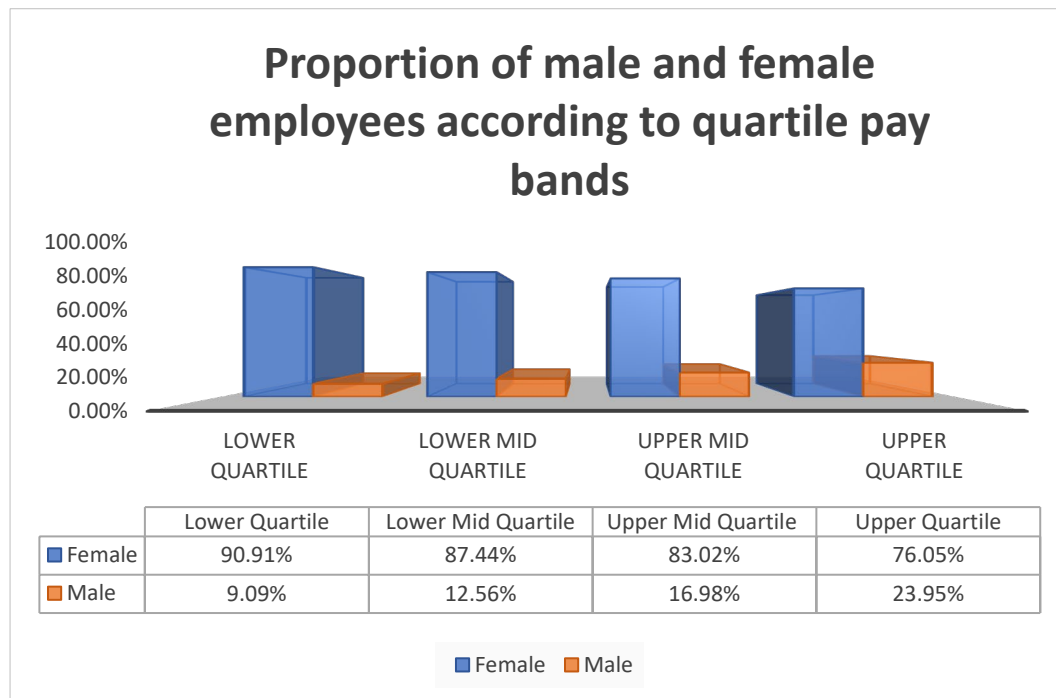
Gender	Median Hourly Rate	Median Hourly Gap %	Mean Hourly Rate	Mean Hourly Gap %
Female	£11.25		£14.78	
Male	£16.30		£19.53	
Gap		31%		24.3%

Bonus Payments

The Active Learning Trust does not pay bonuses to any staff; therefore, the three statutory calculations relating to bonuses of the mean bonus gender pay gap, the median bonus gender pay gap and the proportion of males and females receiving a bonus payment are not applicable.

Gender Representation in the Pay Bands

The proportion of male and female staff in each of the four quartile pay bands on the snapshot date is illustrated in the chart below:



Trust Commentary:

The Trust welcomed the national introduction of Gender Pay Gap reporting and offers the following commentary.

The Trust can report a decrease in the gender pay gap median compared to the previous two annual reports and a static position in the mean hourly gap over the last year but an overall decrease over the last two years:

	2019	2020	2021
Median Hourly Gap %	39.96%	34%	31%
Mean Hourly Gap %	29.3%	24.3%	24.3%

It should be noted that the gender pay gap is not the same thing as the provision of Equal Pay for work of equal value regardless of gender. The Trust is an equal opportunities employer and ensures that men and women receive equal pay for:

- the same or broadly similar work;
- work rated as equivalent under a job evaluation scheme;
- and work of equal value.

Men and women are thereby paid the same for like work. This is subject to contractual factors including any transfer of undertakings from previous employment.

The Trust is confident that the pay gap shown is due to the structure of the workforce rather than any gender differences in recruitment, pay or opportunity.

Relevant information and context to consider:

- The large majority of employees in the Trust (84.35%) are female. This is in line with the experience across the education schools sector in general and particularly given the predominance of primary schools in the Trust.
- The proportion of our female workers is greater in the support service (non-teaching) roles across the Trust which includes roles which require more manual or un/semi-skilled work than do teaching and managerial roles which often require qualification status at graduate levels. Such support roles predominantly include catering, cleaning, premises and lower level classroom and mealtime supervision duties. These roles lend themselves more easily to part-day, part-time and term-time working which proves attractive to female workers who use it to complement home and childcare responsibilities. This is regardless of the Trust being open to consideration of flexible working and job share arrangements for all roles. The Trust continues to challenge the historical imbalance in the education sector where there is a disproportionate number of lower paid support staff roles occupied by female colleagues. The Trust is focused on ensuring the equality of opportunity in progression for both genders.
- The analysis of our gender gap figures shows that the gap arises because we have a lower proportion of women in the highest graded teaching and leadership/senior roles in education and at the same time a very much higher proportion of women in school support roles which have lower pay rates because of the duties and levels of skills/responsibilities required.
- The Trust is affected by national and sector related issues relating to female workers as follows:
 - Women are more likely than men to be seeking work which can accommodate their traditionally perceived home and child care commitments including specifically in schools which offer term-time working in lower skilled (and so lower paid) roles.
 - Women are more likely to work part-time and many of the jobs available on a part-time basis in schools are in service areas which are relatively low paid.
 - Women are more likely than men to have had breaks from work that have affected their career progression – particularly relating to child care responsibilities. This is despite the Trust offering the full range of maternity support, shared parental leave and return to work flexibilities.
 - Recruitment and retention of women in some areas of further/higher education including teaching is notoriously difficult (such as mathematics, science and technology).
 - The higher paid roles in schools are in teaching and academies leadership. 38% of male employees are in the upper pay quartile, with a disproportionate number of these being in higher paid roles for teaching and leadership & management roles in the Trust.

Whilst understanding that these issues face all companies and the education sector in particular, the Trust recognises its responsibilities and will:

- By this reporting, maintain and increase managerial awareness and understanding of the causes of gender pay gaps in the workforce in general and the Trust in particular.
- Ensure that recruitment processes continue to be scrutinised to encourage 'gender-blindness' at application and shortlisting stages to ensure no unintentional bias towards female candidates for higher paid roles or male candidates for those roles traditionally dominated by females.
- Where appropriate include statements of welcome from candidates in the minority gender group for the role being advertised and of males/females in roles in which they are traditionally under-represented in the Academies sector.
- Encourage awareness by leaders of the use of any unintended gender-biased language in the advertising of roles.
- Promote the use of skills based assessments as part of interviews – for example in desktop exercises and classroom observations.
- Apply fair and competency-based interview procedures including standardisation of interview questions and test activities and the transparent scoring of interview performance.
- Promote the use of salary ranges advertised for jobs (in recognition of the situation that women are known to be less likely to seek to negotiate on pay).
- To support the above, the Trust will ensure there is wide-scale recruitment and selection training for senior and middle leaders, including recognising and challenging unconscious gender.
- Continue to cultivate our family friendly culture, underpinned by our range of supporting guidance, advice and policies. For example, the Trust's Flexible Working Policy never discounts the potential for all roles to be carried out on a less than full-time basis.
- Maintain the Trust's commitment to professional development to enable all employees to realise their full potential. The Trust's diverse career maps are widely publicised to support employees in understanding and striving to the next opportunity.
- Nurture the keeping-in-touch and return-to-work arrangements and options for female employees returning from maternity and adoption leave. This to include the offer of shared parental leave/ pay options for both parents.

I hereby confirm the information provided in this report to be accurate



**Stephen Chamberlain,
Chief Executive Officer
Active Learning Trust**