

**ACTIVE LEARNING TRUST**

**GENDER PAY GAP: SNAPSHOT DATE 31 MARCH 2023**

**(TRUSTEE REPORT DATE: JANUARY 2024)**

**Background:**

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 2023. The published information has been prepared from payroll data on that snapshot date and is accurate at the time of publication. National and Education Sector data is included for benchmarking and context.

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.

**Active Learning Trust Data Return:**

**Gender representation at the reporting snapshot date. It includes only those paid in March 2023 i.e. those classes as Relevant Employees\*.**

|  |  |  |
| --- | --- | --- |
|  | **No of people** | **Gender split as a %** |
| **Female** | 1256 | 84.18% (83.32% in 2022, 84.35% in 2021) |
| **Male**  | 236 | 15.82% (16.68% in 2022, 15.65% in 2021) |
| **Total** | **1492** | **100%** |

|  |  |  |
| --- | --- | --- |
|  | **Percentage of Workforce****(1703 separate assignments)** | **Percentage of Total Workforce** |
|  | **Females** | **Males** |
| **Support** | 65.18% (64.72% in 2022) | 57.9% (57.21% in 2022) | 7.22% (7.52% in 2022) |
| **Teachers** | 29.65% (30.14% in 2022) | 23.31% (23.43% in 2022) | 6.34%(6.70% in 2022) |
| **Leadership (Teachers terms and conditions)** | 5.17% (5.14% in 2022) | 3.76% (3.82% in 2022) | 1.41%(1.32% in 2022) |

**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:

**2023 data**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Median Hourly Rate** |  | **Mean Hourly Rate** |
| **Female** | £12.52(£13.33 in 2022, £11.25 in 2021) | **Female** | £19.13(£16.23 in 2022, £14.78 in 2021) |
| **Male** | £17.60(£17.39 2022, £16.30 2021) | **Male** | £20.71(£20.66 in 2022, £19.53 in 2021) |

The median gender pay gap is the difference between the middle of the distribution in the hourly earnings of men and women (the middle being when half men/women earn more and half less than the median).

The mean gender pay gap is the difference between the average hourly earnings of men and women.

The Trust can report an overall decrease in the gender pay gap median and mean hourly gap since starting to record that data, with a significant reduction in the mean hourly gap:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2019** | **2020** | **2021** | **2022** | **2023** |
| **Median Hourly Gap %** | **39.96%** | **34%** | **31%** | **23.3%** | **28.9%** |
| **Mean Hourly Gap %** | **29.3%** | **24.3%** | **24.3%** | **21.4%** | **7.6%** |

**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, along with charts for the two previous annual assessments:

**Trust Commentary:**

The Trust welcomes Gender Pay Gap reporting and offers the following commentary.

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:**

**National and Education Sector Data:**

The national headline median gender pay gap in **all sectors** in 2022 for full-time employees was 7.7% according to the Office for National Statistics. The gap for part-time employees is -3.3%, indicating that women are paid more than men.

Employer Link research in 2022 (815 employers) shows that the headline mean gender pay gap for **education sector** employers was 17.9% (Active Learning Trust was 21.4% in 2022), and the median 27.6% (Active Learning Trust was 23.3% in 2022).

Of the 815 returns in the education sector, there was no median gender pay gap in nine organisations, but women were, on average paid less than men in 775 of the 815 organisations (95.1%); in 31 organisations the reverse was true.

Both mean and median gender pay gaps are lower in the secondary phase than the primary phase.

There is a general trend of a reduced gender pay gap in the secondary phase, although the median gender pay gap in the secondary phase marginally increased by 0.4 percent in 2022/23.

The **mean average** in the secondary phase is 15%, and it is 21.3% in the primary phase. The **median average** in the secondary phase is 23.2%, and it is 30.2% in the primary phase

Employers who operate across both phases report a mean average of 18.78% and a median 30.19%. The pay gap being closer to the primary phase may indicate that there are more primaries in their multi-academy trust than secondaries. Active Learning Trust employee numbers are split 11.3% special, 32% secondary (including all of Cromwell All-Through employees) and 56.7% primary.

Active Learning Trust had a higher than average mean pay gap for 2022 (21.4%) but this has significantly reduced (7.6%) in 2023. This could well be due to the higher pay uplifts at the bottom end of the pay scale. The 2023 national data analysis will be reviewed with interest to see if this is a trend across the sector. The Trust’s median pay gap for 2022 (23.3%) is considered low for the sector average with the mixed phased schools, but there needs to be work on reducing this overall headline.

Nationally in the 2022 education sector returns, the proportion of men in the highest quartile was nearly double that of the lowest quartile in the secondary phase. In the primary phase there were over three times as many men in the highest quartile than the lowest quartile. The Employer Link research concluded that this shows men are progressing at a faster rate in the primary sector. The overall quartile assessment for Active Learning Trust indicates that there are more than two times as many men in the highest quartile than the lowest quartile, although the differential has reduced in the latest 2023 Trust data when compared with the 2022 figures.

In terms of the specific role of Chief Executive Officer, Employer Link found that there is a gender split of approximately 2:1 (men to women) in the Academy sector.

Data for 2023 reporting is not yet available as the reporting period is still open.

The data for the education sector predominantly relates to Multi Academy Trust data as it is only employers with more than 250 employees that need to submit data.

**Active Learning Trust Data:**

Whilst we only have to submit an overall gender pay gap for the Trust’s whole workforce, providing a headline figure, the Trust has decided to break down our pay gap further e.g. gaps for teaching, non-teaching and leadership roles. Analysing data in this way allows us to better understand any occupational segregation and to develop targeted action plans.

* The large majority of employees in the Trust (84.18%) are female. This is reflective of the gender split across the education sector in general and particularly given the predominance of primary schools in the Trust that have a high proportion of female employees.
* The proportion of our female employees is greater in the support roles i.e. non-teaching roles. They account for 65.18% of the Trust’s workforce. This 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 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 work to remove this historical imbalance found 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 all 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 significantly 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 still 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 childcare 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. 23.83% (27.20% in 2022) of employees in the upper pay quartile are male, whereas only 15.82% (16.68% in 2022) of the overall workforce are male. This reflects a decrease in the proportion of males in the most highly paid roles in the Trust, something that continues to be reviewed.

Whilst understanding that many of 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 ensure ‘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 has ensured there is 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 new Flexible Working Policy never discounts the potential for all roles to be carried out on a less than full-time basis and provides for multiple annual requests for flexible working. This is part of the Trust’s aim of developing an organisational culture that supports flexible working (including at senior level).
* Maintain the Trust’s commitment to professional development to enable all employees to realise their full potential. The Trust’s Appraisal scheme is being rewritten and will ensure transparency and fair performance management systems (including during maternity leave), alongside redesigning and launching diverse career maps to support employees in understanding and striving to the next opportunity. Mentoring, coaching, networking programmes and a Trust Training Directory are in place to support career progression. This responds to the education sector data that indicates career progression for females is not as good as for males in the Trust.
* We have clear leadership development programmes available and will continue to build upon these.
* There is a commitment to developing induction and training for all line managers (including diversity awareness and unconscious bias), with some aspects already delivered.
* There has been a review of the pay arrangements to ensure a fair and transparent pay system across the Trust.
* There is an increasing level of robust overview and scrutiny by Trustees.
* Managers utilise the keeping-in-touch (where employees want them), 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 and reflects the continuing focus on proactively reducing the gender pay gap at Active Learning Trust, irrespective of education sector norms.



**Lynsy Holzer**

**Chief Executive Officer**

**Active Learning Trust**

\*‘Relevant employees’ for the purposes of the report is defined in the gov.uk guidance as *“all employees employed on your snapshot date who either: have a contract of employment – including employees who are part-time, job-sharing, and on leave, or are self-employed, where they must perform the work themselves – that is, they are not permitted to subcontract any part of the work or employ their own staff to do it”.* This includes full-pay relevant employees and also other employees employed on the snapshot date, but on less than full-pay because of leave.