

**ACTIVE LEARNING TRUST**  
**GENDER PAY GAP: SNAPSHOT DATE 31 MARCH 2024**  
**(TRUSTEE REPORT DATE: MARCH 2025)**

**Background:**

This report contains the Active Learning Trust's (the Trust) statutory disclosure of the Gender Pay Gap for the annual reporting period, based on the public sector annual snapshot date of 31 March 2024. The published data has been prepared from payroll records as of that date and is accurate at the time of publication. National and education sector data are included for benchmarking and context.

Employers of more than 250 employees are required to 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 includes only employees paid in March 2024, classified as Relevant Employees\* under reporting regulations.

	<b>No of people</b>	<b>Gender split as a %</b>
<b>Female</b>	<b>1154</b>	<b>84.11%</b> <i>Comparison data:</i> <i>84.18% in 2023</i> <i>83.32% in 2022</i> <i>84.35% in 2021</i>
<b>Male</b>	<b>218</b>	<b>15.89%</b> <i>Comparison data:</i> <i>15.82% in 2023</i> <i>16.68% in 2022</i> <i>15.65% in 2021</i>
<b>Total</b>	<b>1372</b>	<b>100%</b>

Whilst not a statutory requirement, the Trust have broken down the pay gap data further for several years (support staff versus teaching and leadership and female versus male employees). This allows us to further understand where there is gender pay gaps:

Percentages of Overall Relevant Assignments (1651 assignments as at 31 March 2024)						
		Female		Male		
<b>Support Staff (increase)</b>	<b>1123 assignments</b>	<b>68.02%</b>	<b>996 assignments</b>	<b>60.33%</b>	<b>127 assignments</b>	<b>7.69%</b>
	<i>Comparison data</i>		<i>Comparison Data</i>			
	2023	65.18%	2023	57.9%	2023	7.28%
	2022	64.73%	2022	57.21%	2022	7.52%
<b>Teachers (decrease)</b>	<b>439 assignments</b>	<b>26.59%</b>	<b>350 assignments</b>	<b>21.20%</b>	<b>89 assignments</b>	<b>5.39%</b>
	<i>Comparison data</i>		<i>Comparison data</i>		<i>Comparison data</i>	
	2023	29.65%	2023	23.31%	2023	6.34%
	2022	30.13%	2022	23.43%	2022	6.70%
<b>Leadership (increase)</b>	<b>89 assignments</b>	<b>5.39%</b>	<b>63 assignments</b>	<b>3.82%</b>	<b>26 assignments</b>	<b>1.57%</b>
	<i>Comparison data</i>		<i>Comparison data</i>		<i>Comparison data</i>	
	2023	5.17%	2023	3.76%	2023	1.41%
	2022	5.14%	2022	3.82%	2022	1.32%

There is a rise in female representation in leadership roles, but this is matched by an uplift in males in leadership roles so does not suggest any additional leadership diversity.

The proportion of female teachers has declined slightly more than the decrease in male teachers, which could impact the pay gap detrimentally. Support staff remain predominantly female, which may influence the overall median pay gap.

### 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:

#### **2024 data**

	<b>Median Hourly Rate</b>		<b>Mean Hourly Rate</b>
<b>Female</b>	<b>£13.45</b> <i>Comparison data:</i> <i>£12.52 in 2023</i> <i>£13.33 in 2022</i> <i>£11.25 in 2021</i>	<b>Female</b>	<b>£17.78</b> <i>Comparison data:</i> <i>£16.72 in 2023</i> <i>£16.23 in 2022</i> <i>£14.78 in 2021</i>
<b>Male</b>	<b>£19.97</b> <i>Comparison data:</i> <i>£17.60 2023</i> <i>£17.39 2022</i> <i>£16.30 2021</i>	<b>Male</b>	<b>£23.02</b> <i>Comparison data:</i> <i>£20.71 in 2023</i> <i>£20.66 in 2022</i> <i>£19.53 in 2021</i>

The median gender pay gap represents the difference between the middle 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 represents the difference between the average hourly earnings of men and women.

Whilst the Trust can report an overall decrease in the gender pay gap median and mean hourly gap since starting to record this data, there is an uplift in both the median and mean hourly gaps from 2023 to 2024 data:

	2019	2020	2021	2022	2023	2024
<b>Median Hourly Gap %</b>	<b>39.96%</b>	<b>34.00%</b>	<b>31.00%</b>	<b>23.30%</b>	<b>28.90%</b>	<b>32.60%</b>
<b>Mean Hourly Gap %</b>	<b>29.30%</b>	<b>24.30%</b>	<b>24.3%</b>	<b>24.1%</b>	<b>19.27%</b>	<b>22.70%</b>

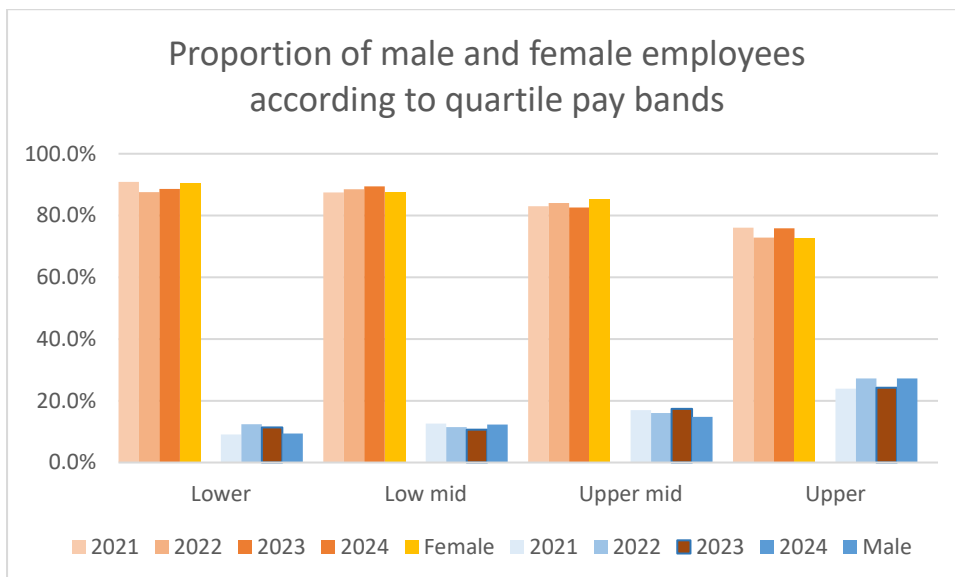
This increase is attributed to workforce changes, such as shifts in leadership representation and workforce composition.

### **Bonus Payments**

The Active Learning Trust does not pay bonuses to any staff; therefore, the three statutory calculations bonus pay gap calculations are not applicable.

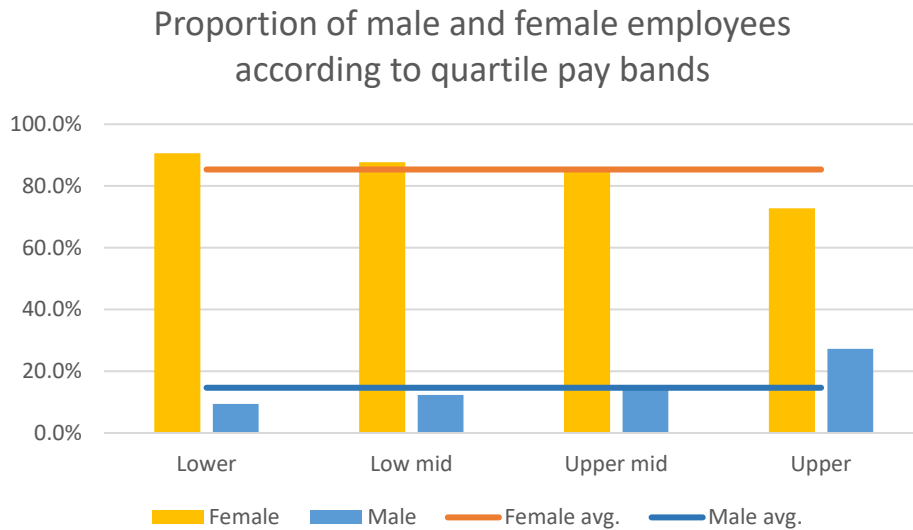
### **Gender Representation in the Pay Quartiles**

The proportion of male and female staff in each of the four quartile pay bands on the snapshot date and for the previous three annual assessments is illustrated in the chart below. This shows an uplift in males in the upper quartile in 2024, with a reduction in the lower quartile. The situation is vice versa for females in the same period:



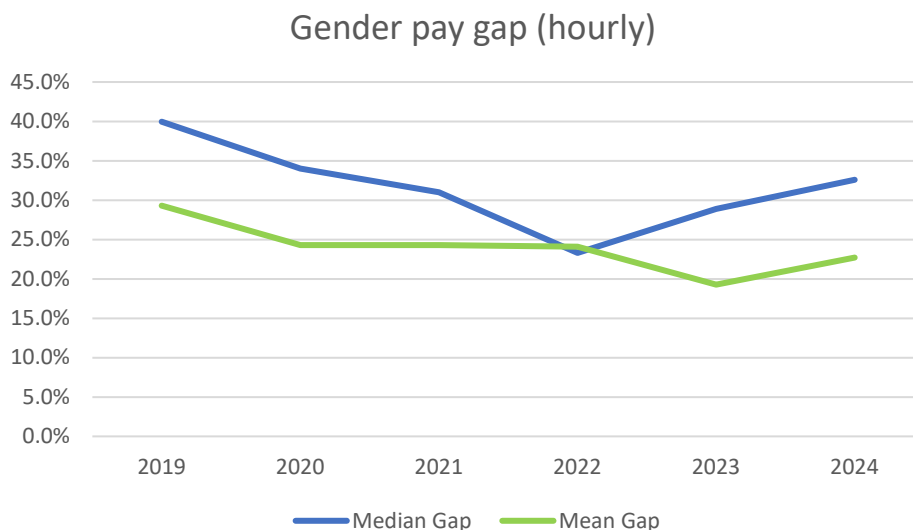
### General Representation in each pay quartile compared to overall gender split:

The proportion of male and female employees in each quartile pay band is shown below, along with the overall percentage split of females and males in the Trust's workforce shown by the horizontal line. This shows females are under-represented in the upper quartile (+12.6%) compared to their overall makeup of the workforce and over-represented in the lower quartile (+5.3%). The situation reverses for males.



### **Gender Pay Gap (Hourly)**

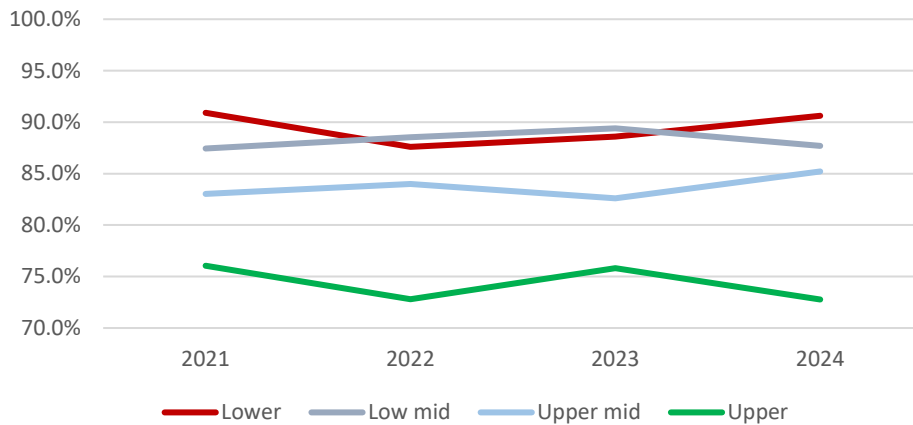
The gender pay gap based on the hourly rate expressed as both the median and mean pay gap is shown on the graph below with males being the higher of the two genders for both median and mean. Whilst there is an overall reduction over time in the mean and median pay gap between genders, the overall differential between pay for male and females remains stark:



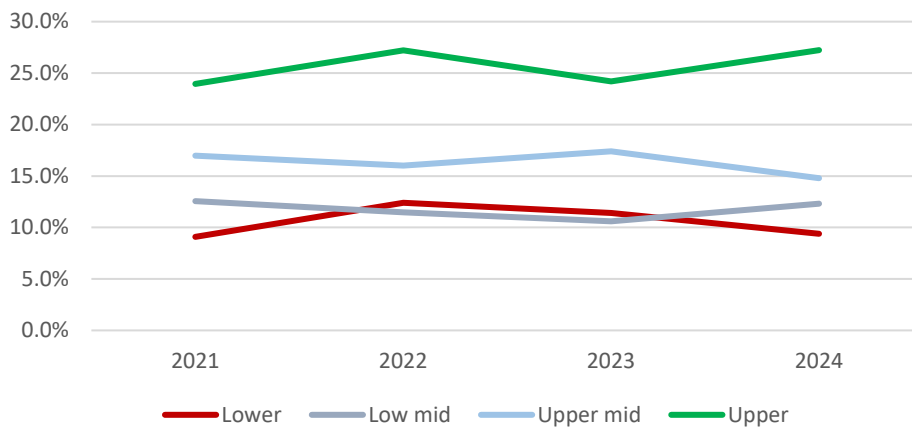
**Proportion of employees in each pay quartile by gender:**

The next two graphs provide an alternative illustration that female employees are over-represented in the lower quartile and under-represented in the upper quartile based on the overall percentage of females in the workforce, with only a tiny shift over time. This position is reversed in the male version of the report. Females in the upper-mid quartile are broadly comparable to the overall workforce split, indicating a possible glass ceiling into the upper quartile.

Proportion of **female** employees according to quartile pay bands



Proportion of **male** employees according to quartile pay bands



**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 equal pay for work, regardless of gender. The Trust is an equal opportunities employer, ensuring 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 paid the same for like work, subject to contractual factors such as any transfer of undertakings from previous employment.

The Trust is confident that the gender pay gap is primarily due to the structure of the workforce, rather than gender disparities in recruitment or pay.

**Relevant information and context to consider:**

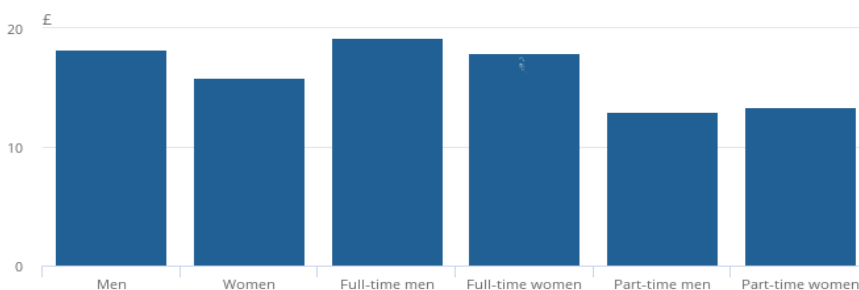
**National Data:**

According to the Office for National Statistics, the median gender pay gap for full-time employees in all sectors decreased to 7.0% in 2024 from 7.5% in 2023. For all employees, the gender pay gap decreased to 13.1% in April 2024, down from 14.2% in April 2023. The gender pay gap is more pronounced for ‘all employees’ than for full-time or part-time employees which tend to have lower hourly median pay.

In 2024, approximately 85% of male employees were in full-time jobs, compared with approximately 61% of female employees. The gender pay gap has been declining slowly over time; over the last decade, it has fallen by approximately a quarter among full-time employees. The gap for part-time employees is 3.0%, indicating that women in part-time roles earn more than men. See chart below for summary of this national information:

Figure 1: Full-time median hourly earnings excluding overtime were £19.24 for men and £17.88 for women in April 2024

Gross median hourly earnings, excluding overtime, by employment type and sex, UK, April 2024



Source: Annual Survey of Hours and Earnings (ASHE) from the Office for National Statistics

In April 2024, median hourly earnings excluding overtime for full-time employees were £19.24 for men and £17.88 for women; for part-time employees, they were £13.00 for men and £13.40 for women.

The gender pay gap is largest for employees aged 40 years and over. In April 2024, the gender pay gap for full-time employees aged under 40 years was smaller than for full-time employees aged 40 years and over. For example, the gender pay gap for those aged 30 to 39 years stood at 4.4%, while for employees aged 40 to 49 years, it was more than double at 9.1%. This is a promising trend.

The gender pay gap for full-time employees aged 60 years and over is currently the largest of all age groups. Between 2023 and 2024, the gender pay gap for this group has decreased from 14.4% to 13.5%.

### **School Sector Data (Local Government Association (LGA) Analysis 2023-24):**

LGA research reports that the headline mean gender pay gap for the school sector for 2023-24 was 17.1%, and the median was 27.7%.

Data submitted to LGA for each of the last seven years shows that employers have seen a slight increase in the median gender pay gap to 28.9%, with a slight decrease in the mean pay gap to 17.7%.

Over 10,000 organisations across the whole labour market submitted data to the Government's Gender Pay Gap Service for the reporting date 31 March 2024 (snapshot date 31 March 2023).

LGA extracted school sector data, although it noted the data predominantly related to the academies sector as only employers with more than 250 employees need to submit data (which includes multi-academy trusts (MATs)). The governing body of local authority-maintained schools only needs to submit data if their school fulfils the criteria. LGA deem it reasonable to assume that the pay gap is likely to be similar across the primary and secondary phases.

National school data indicates that career progression for women is not as good as for men in the school sector.

Occupational segregation is a real issue within the school sector. To some extent, tackling this will require a system-wide approach given that pay and 'terms and conditions' frameworks are often set at the national level – with teachers and support staff having different mechanisms in play. The LGA data highlights a wide range of gender pay gap across the sector.

Other factors that impact the overall pay gap for individual employers include the nature of how term time-only working operates and whether any services are contracted out.

LGA reported a total of 797 submissions from school sector employers in the full data set for 2023-24, compared to 815 submissions in the previous year.

#### **Mean gender pay gap**

On average, women were paid 17.1% less than men.

#### **Median gender pay gap**

On average, women were paid 27.8% less than men.

## **Proportion of men/women in each quartile pay band**

This is a measure of the glass ceiling effect on career progression for women.

The primary phase is more 'female dominated' than secondary. In the secondary phase, the proportion of men in the highest quartile is nearly double that of the lowest quartile, whilst there are over three times as many men (by the same measure) in the primary phase. In other words, men progress at a faster rate in the primary sector.

### **Active Learning Trust Data:**

Whilst the Trust is only required to report the overall gender pay gap for its workforce, we have chosen to break down the data by teaching, non-teaching and leadership roles. This allows us to better understand any occupational segregation and to develop targeted action plans. A summary of the above results and implications for that data is shown here:

- The large majority of employees in the Trust's 'relevant employees' category are female (84.11%). This is reflective of the gender split in the education sector, especially within primary schools, which have a higher proportion of female employees than secondary schools.
- The proportion of our female employees is greater in the support roles, i.e. non-teaching roles. They account for 68.02% of the Trust's workforce, an increase from 2023 data that was 65.18%. 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 often offer part-day, part-time and term-time working arrangements, which appeal to women balancing 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 from a lower proportion of women in the highest paid teaching and leadership/senior roles, together with a significantly higher proportion of women in lower-paid school support roles.
- The Trust is affected by national and sector related issues relating to female workers as follows:
  - Women are still more likely to seek work that accommodates their traditionally perceived home and child-care responsibilities, often in lower-paid, part-time 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 career breaks from work that have affected their career progression – particularly relating to childcare responsibilities. Despite the Trust's efforts to provide flexible working and job-sharing options.
  - The education sector faces challenges in retaining women in some areas of teaching, particularly in areas such as mathematics, science and technology.
  - The higher paid roles in schools are in teaching and academies leadership. 27.23% (23.82% in 2023) of employees in the upper pay quartile are male, whereas only 15.89% (15.82% in 2023) of the overall workforce are male.



## Active Learning Trust Commitments:

Whilst recognising that many of these challenges affect all companies and the education sector in particular, the Trust is committed to addressing these issues and acknowledges its responsibilities and will:

1. Use this report to maintain and increase managerial awareness of the causes of gender pay gaps in the workforce in general and the Trust in particular. Data on the Trust's employee protected characteristics will be shared with leaders at the Equality, Diversity and Inclusion conference scheduled for 27 April 2025, including what action can be taken to address the gender pay gap.
2. Ensure that recruitment processes continue to be scrutinised to ensure 'gender-blindness' at the application and shortlisting stages, thereby eliminating any unintentional bias toward female candidates for higher paid roles or male candidates for traditionally dominated female's roles.
3. Ensure the use of gender-neutral language in adverts including raising awareness with leaders regarding the use of any unintended gender-biased language in the advertising and recruitment process.
4. Where appropriate, include welcoming statements for candidates from underrepresented gender groups.
5. Utilise different recruitment strategies to encourage a diverse selection pool, including advertising with specialist national programmes that support those seeking to return to work following a career break.
6. Promote the use of skills-based assessments during interviews, such as desktop exercises and classroom observations.
7. Ensure the standardisation of interview questions and test activities and transparent scoring of interview performance.
8. Encourage salary transparency by including salary ranges in job adverts while continuing to remove salary details related to candidates' current and past employment that should not be relevant to appointment processes based on competence. We recognise that women are less likely to seek to negotiate on pay than their male counterparts and current salary need not be part of that process.
9. Offer mentoring and sponsorship to support career progression. Executive coaching is offered to all school and central trust leaders.
10. Offer networking programmes that foster professional development and promote career progression through internal programme such as the very successful Inspiring Heads programme.
11. Challenge gender stereotyping that impact on organisational and occupational segregation.
12. 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 allows for flexibility in all roles, including 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).
13. Support female employees returning from maternity or adoption leave through flexible return to work arrangements, shared parental leave/ pay options and keeping in touch initiatives.

14. Align workforce strategies and policies, including the implementation of equality, diversity and inclusion action plans targeted at addressing the causes of inequality for women. This will also be considered and discussed with all leaders at the EDI conference scheduled for 27 March 2025.
15. Regularly review leadership development programmes alongside induction and training for all line managers, with a focus on diversity awareness and unconscious bias.
16. Strive to becoming a menopause friendly employer linked to the Trust's Wellbeing Strategy.
17. Ongoing recruitment and selection training for senior and middle leaders, including recognising and challenging unconscious bias.
18. Maintain the Trust's commitment to professional development to help all employees to realise their full potential. The Trust's Appraisal scheme has been rewritten and ensures transparency and fairness in performance management (including during maternity leave), alongside redesigning and launching diverse career maps to support employees in understanding and striving for 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.
19. Commit to developing induction and training for all line managers (including diversity awareness and unconscious bias), with some aspects already delivered.
20. Continue with a fair and transparent pay system across the Trust, following the removal of spot rates two years ago.
21. Ensure workforce age profiles are built into the analysis of 2025 data to determine if the gender pay gap is more prominent in some age categories compared to others.
22. Increase oversight and scrutiny by Trustees to ensure continual progress on gender pay gap reduction.

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.*