

## Introduction

This report sets out the Gender Pay Gap for United Learning, explains the key causes of the gap and sets out our plans and aspirations to address it.

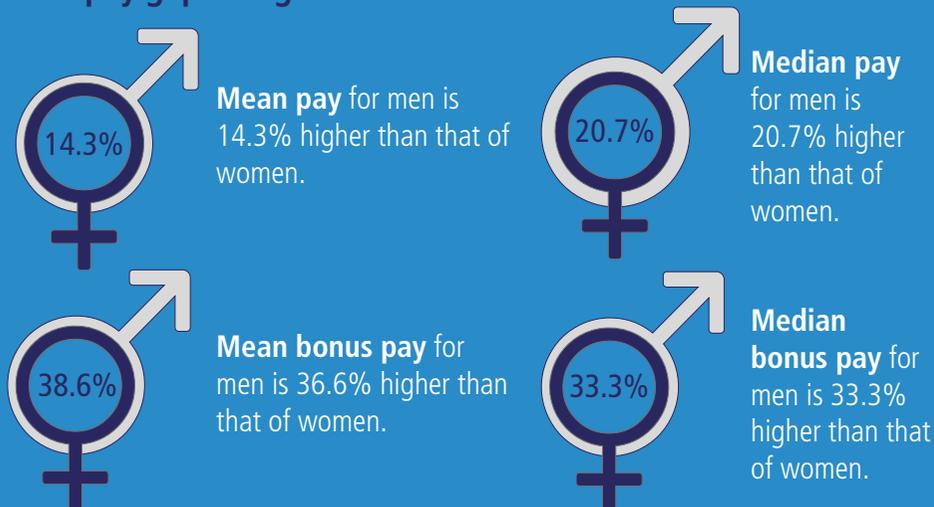
United Learning is committed to fairness and equal treatment of all colleagues at work and we therefore view the gender pay gap with concern. We recognise the value of this data, the insights it yields and the opportunity to challenge ourselves and build on our current good practice.

## What is the gender pay gap?

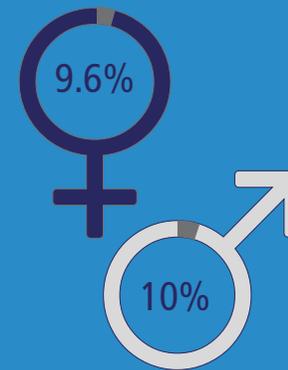
Gender pay is not the same as Equal pay. Gender pay is a broad measure capturing the difference in average earnings between men and women regardless of the nature of their work. Equal pay means that men and women doing the same, similar or equivalent work must be paid the same.

The following shows the Gender Pay Gap at United Learning at the 'snapshot' date (31st March 2021 for ULT and 5th April 2021 for UCST). The gap is largely due to proportionately more women working in less senior and part time support roles. We are confident that we pay men and women the same for carrying out the same roles.

## Gender pay gap at a glance

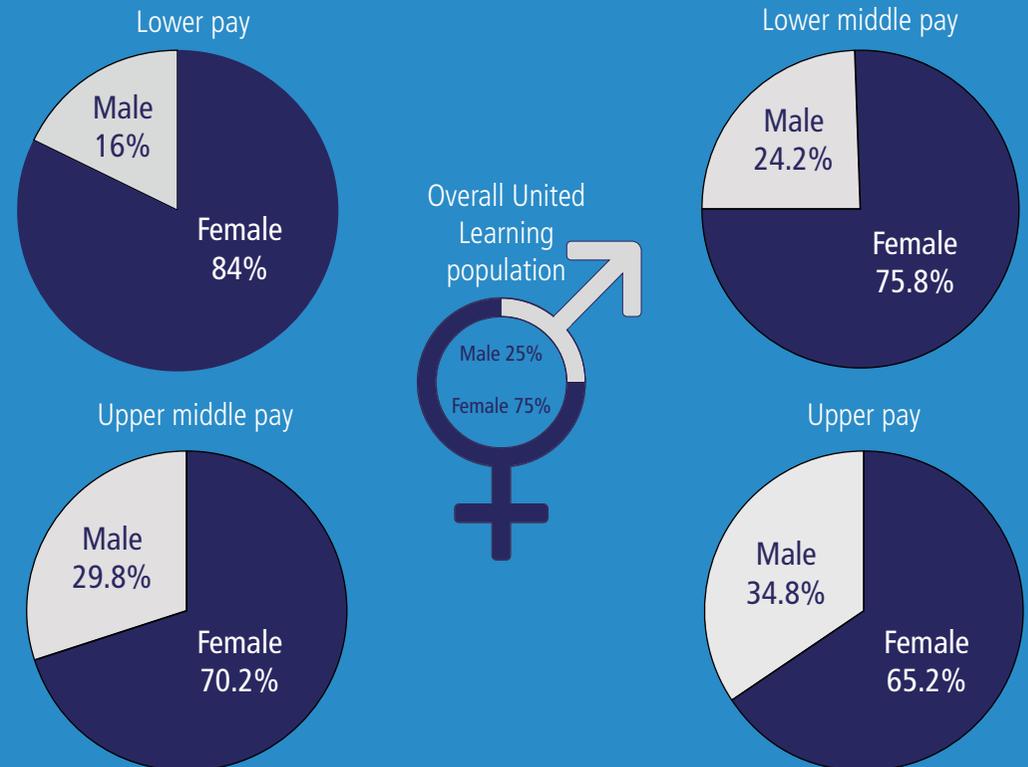


## Percentage of women and men receiving a bonus

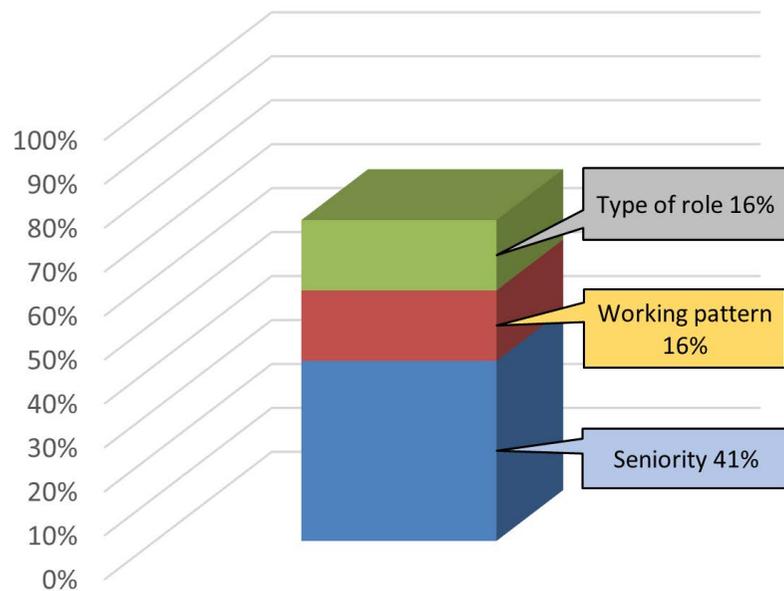


2021 saw an increase in the percentage of the workforce receiving a bonus. This is likely in response to the pandemic and schools wanting to reward staff for their hard work during another challenging year, in addition to normal pay progression methods. However, bonus payments remain a small part of our pay and reward strategy and our distribution of bonuses is well balanced between the genders. The number and value of bonus awards are generally small, making the data liable to annual fluctuations. Consequently our focus will be on hourly pay, although we will continue to monitor and provide guidance on equitable application of bonuses.

## Population by hourly pay quartiles



## Understanding the gender pay gap



73% of the gender pay gap can be attributed to three major components:

- **Seniority of role** – women are more likely to be working in less senior roles. This has by far the largest influence on the pay gap.
- **Working pattern** – women are more likely to be working part time and part time roles are more common in the lower pay quartiles.
- **Type of role** – our workforce is predominantly female, but the proportion of women in support roles is higher than in teaching roles, and average salaries for teaching roles tend to be higher.

This year, United Learning has made varying progress to address the pay gap. Good reductions have been seen in our Academies mean (15.9% to 14.4%) and median figures (20.8% to 18.8%), but our Independent Schools saw an increase in their mean figure (12.6% to 14%) and no movement in their median (13.4%). Overall this has resulted in an increase in the overall United Learning median pay gap from 20.5% to 20.7% and a reduction in the overall mean from 15.0% to 14.3%. Whilst United Learning still compares favourably with the pay gap elsewhere in the education sector, we are disappointed with this position.

United Learning's continued organisational growth means that our staff group is not consistent and it can take time for our pay gap strategies to embed in new schools, making year to year comparisons problematic for a growing organisation. United Learning incorporated three new schools over the past year and, if these are removed from the pay gap data, our mean pay gap actually reduces further – by 0.2% overall.

To understand and challenge our pay gap further, we continued to build on the in-depth analysis undertaken last year to examine the pay gap by different groups of staff and levels of seniority. This enables us to understand why the gap has changed in the way that it has and also run data simulations to test out the practical changes that would be necessary within our workforce to enact a positive change to our Gender Pay Gap.

### Key findings from our analysis:

- Changes between the 2020 and 2021 pay gap figures are largely driven by a widening of the pay gap at middle and senior leadership level and within full time roles, balanced by a reduction in the pay gap within support staff roles and part time roles. Part time pay has increased proportionately more than full time pay, suggesting that part time working is becoming more accessible in senior roles. This is a positive step for the workforce. Increases in part time working have been identified in Headteacher, Deputy Headteacher, senior and middle leadership roles.
- The individual pay gaps for different staffing groups are generally well below the gender pay gap for the group, suggesting that the overall pay gap is strongly influenced by the trend for male employees to hold higher paid roles than females rather than high pay gaps within staffing groups.
- Female Headteachers and Deputies tend to work more in the Primary sector, where salaries are lower when compared with Secondary and All-Through schools.
- Teaching Assistants form one of the largest staffing groups in the organisation, however salaries typically fall within the lower pay quartiles and females are nearly 4 times as likely as males to work in this role.

## Eradicating the gender pay gap

The current pay gap is unacceptable. It does not reflect our commitment to equality and fairness and we are committed to bringing about change. We recognise that societal and sectoral factors beyond the control of any single employer contribute to the gap and we will continue our work with others in education and beyond to address this imbalance.

An action planning workshop was held with a range of colleagues from Central Office and our schools to examine the detail of the pay gap and discuss our response. The output was a detailed action plan for 2022/23 focussing on the following areas:

- **Recruitment** – more women into senior positions and better gender balance for support staff roles.
- **Pay progression** – identify and remove any barriers to women’s progression.
- **Career progression** – support and enable women to progress in their careers with United Learning.
- **Flexible working** – enable flexible working in more senior and teaching roles.
- **Family leave and pay** – support women to keep their careers on track and enable men to share caring responsibilities.
- **Engagement and communication** – get schools onboard with understanding and addressing the pay gap.

## Statutory Disclosures

United Learning is composed of two employing entities, ULT and UCST. Whilst this narrative deals with the combined statistics and approach, the gender pay reporting legislation requires that the figures are provided separately for each of these entities. This is provided below.

### United Learning Trust (Academies)

Mean hourly pay gap: 14.4%      Median hourly pay gap: 18.8%  
 Mean bonus pay gap: 44.2%      Median bonus pay gap: 30.0%  
 Proportion of male employees who received a bonus: 9.4%  
 Proportion of female employees who received a bonus: 10.0%

Hourly Pay Quartiles							
Lower		Lower Middle		Upper Middle		Upper	
Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
84.0	16.0	75.8	24.2	70.2	29.8	65.2	34.8

### United Church Schools Trust (Independent Schools and Central Offices)

Mean hourly pay gap: 14.0%      Median hourly pay gap: 13.4%  
 Mean bonus pay gap: 17.5%      Median bonus pay gap: 0.0%  
 Proportion of male employees who received a bonus: 11.7%  
 Proportion of female employees who received a bonus: 8.3%

Hourly Pay Quartiles							
Lower		Lower Middle		Upper Middle		Upper	
Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
81.7	18.3	75.5	24.5	72.5	27.5	68.2	31.8

## Declaration from Jon Coles, Chief Executive

I confirm that the information and data reported are accurate and in line with the UK government’s Equality Act 2010 (Gender Pay Gap Information) Regulations 2017.

