



Cabot
Learning
Federation



Gender Pay Gap Report

31 March 2026

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1. Background

The Cabot Learning Federation (CLF) is a diverse Multi-Academy Trust (MAT), operating 36 schools located in clusters in Bristol, South Gloucestershire, Gloucestershire, Somerset and North Somerset. Our mission is to consistently deliver excellent educational experiences for pupils aged 2-19, improving their life chances and serving the communities of which we are a member.

In 2024 the federation grew from 22 to 35 academies and expanded our reach to Somerset and Gloucestershire, meaning we are now responsible for the education of some 18,000 children. In turn, our staff headcount increased by 50% from 2,000 to 3,000. This growth provides the opportunity to impact on the ambitions and life chances of more children.

The CLF strategy *Equity Through Education* defines clear goals for the years ahead. Investment in CLF people is one of three core elements of a strategy which underpins our activity until 2030. Our plan for 2025/26 has been focussed on People. Part of this is a commitment that we will build a diverse and inclusive community that actively seeks to recruit, support and promote talented individuals from many and varied backgrounds and heritages, where all staff have a sense of belonging.

We take pride in the CLF culture of high inclusion and engagement, where people feel respected and valued, and are also able to balance work with life. We want people at the CLF to feel they are in a place where they belong and are supported to succeed. Our EDI strategy reinforces a CLF-wide ethos which includes a commitment to advancing equal opportunities for all and eliminating discrimination on any basis.

In an organisation where three quarters of the workforce is female, a commitment to fair treatment of all staff irrespective of gender is clear. It is embodied through the CLF's transparent recruitment processes, pay policy and professional development opportunities. We are committed to addressing all potential barriers to achieving equality.

All of this is anchored in the CLF's Heart values – a foundation of all CLF activity. Initiatives to tackle our gender pay gap are aligned with our mission to create equity of opportunity by promoting inclusion, removing disadvantage and rejecting discrimination. We maintain an unwavering commitment to a diverse workforce which is truly representative of our students and the communities we serve.

CLF CORE PURPOSE



Maintain **High expectations** in all we do, ambitious for ourselves, our communities, and our environment.



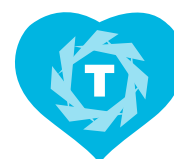
Create **Equity** of opportunity, promoting inclusion, removing disadvantage and rejecting discrimination.



Champion the success and life chances of **All children**.



Furnish pupils and staff with the **Resilience** to succeed as lifelong learners.



Harness our **Togetherness** to achieve more, collaborating proactively in seamless unity.

2. Summary

This report provides a summary of the gender pay gap reporting requirements, as well as a considered analysis and explanation of the data and findings. Under the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017 as an employer with over 250 employees, the Cabot Learning Federation (CLF) is required to publish statutory gender pay gap calculations every year.

The following gender pay gap information is required:

- Gender pay gap (mean and median averages).
- Gender bonus gap (mean and median averages).
- Proportion of men and women receiving bonuses.
- Proportion of men and women in each quartile of the organisation's pay structure.

The salary data in this report is based on a snapshot of the staff at 31 March 2025 and published on both the CLF's website and the government website.

The gender pay gap is a measure of the difference between the average hourly earnings of men and women and should not be confused with equal pay. Equal pay is the legislation that makes it unlawful to pay people less for doing work of the same value based on their gender. At the Cabot Learning Federation, we take equal pay seriously and are confident the required steps are taken to ensure our staff are paid fairly in their job roles.





3. Actions we have undertaken this year to address the gender pay gap:

- a. A continued commitment to supporting women into leadership roles
- b. Ensured all part time directed time budgets were reviewed to ensure workload of part time teachers (often women) are proportionate and do not impact the retention of women in teaching roles.
- c. A review of maternity guidance and training for line managers on this ensuring inclusive practice, particularly around access to rooms to pump for returning mums.
- d. Launch of Neonatal policy within new combined family leave policy.
- e. Further work to promote awareness and support around menopause by launching a champions network.
- f. Careful curation of topics for our summer conference to be able to offer sessions particularly pertinent to women e.g. maternity and menopause.
- g. Continuation of training for managers on positive management to ensure all staff are supported in their roles.
- h. Review of advert template to ensure the offer of flexibility is consistent in adverts and where possible leadership roles state if part time will be considered.
- i. Further completion of Job Evaluation project ensuring parity in pay for all professional services roles across the federation.
- j. Complete a review of the actions we have taken in response to the Sexual Harassment Mandatory Duty to consider impact and how we can continue to positively respond to and promote our position.



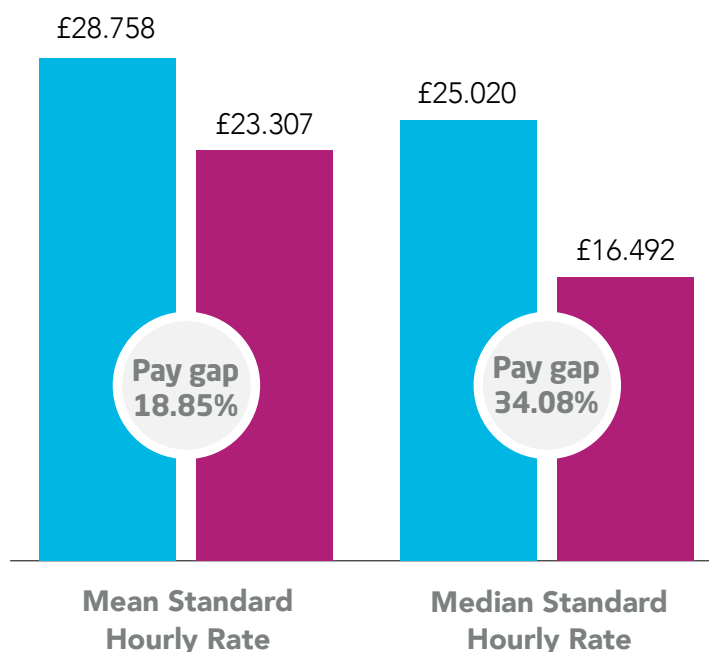
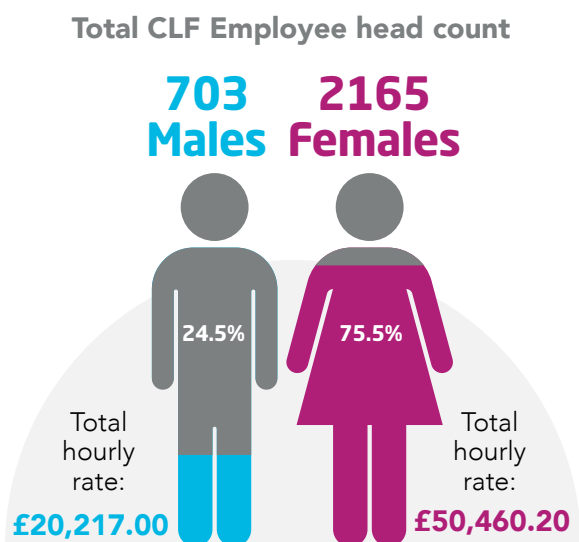
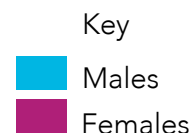
4. Actions for this year to address the gender pay gap include:

- a.** Launching a parenting community network to connect parents across the federation, in particular new mums.
Impact: This will strengthen belonging and peer support for colleagues balancing work and parenthood, improving retention after maternity leave and helping reduce career disruption that disproportionately affects women.
- b.** A continued commitment to supporting women into leadership roles
Impact: Strengthening pathways into leadership increases the representation of women at senior levels, helping close the structural progression gap that contributes to the gender pay gap. It also enhances diversity of thought in decision-making and creates visible role models for future female leaders.
- c.** Reviewing application of teaching and leadership responsibilities (TLRs) for part-time teachers
Impact: Ensuring fair access to TLRs for part-time colleagues reduces inequity in pay progression, particularly benefiting women who are more likely to work part-time. This supports career development, reduces pay disparities, and encourages retention among skilled practitioners.
- d.** Ensure all recruiting managers take part in training on unconscious bias, combined with a continued commitment to annual EDI training for all colleagues
Impact: Equipping colleagues with the skills to recognise and mitigate bias leads to fairer recruitment, development, and promotion processes.
- e.** Review pipeline for Senior Leadership roles ensuring women are well represented in pipeline and have clear development plans
Impact: A structured, gender-balanced leadership pipeline ensures that talented women are proactively supported and prepared for advancement. This improves succession planning, widens opportunities for women, and addresses pay imbalances at senior levels.
- f.** Take action to attract women to leadership vacancies to increase potential of women appointed to SLT roles, in particular Principal vacancies
Impact: Targeted attraction increases the diversity and strength of candidate pools, improving the likelihood of appointing women into high-impact and higher-paid positions.
- g.** Ensure women are well represented within leadership development programmes
Impact: Ensuring equitable access to development programmes accelerates women's readiness for advancement and builds confidence, capability, and visibility.
- h.** Continue to enhance opportunities for flexible working/job-sharing within all roles, particularly leadership, and include in recruitment adverts where this is possible
Impact: Flexible working removes a key barrier to progression for women balancing work and caring responsibilities. By making flexibility visible at the recruitment stage, more women are likely to apply for senior roles, improving retention and enabling progression into higher-pay grades.
- i.** Continue to provide training across the trust on Inclusive Leadership
Impact: Embedding inclusive leadership practices fosters a culture where women feel valued, supported, and able to thrive, leading to higher engagement and improved retention.

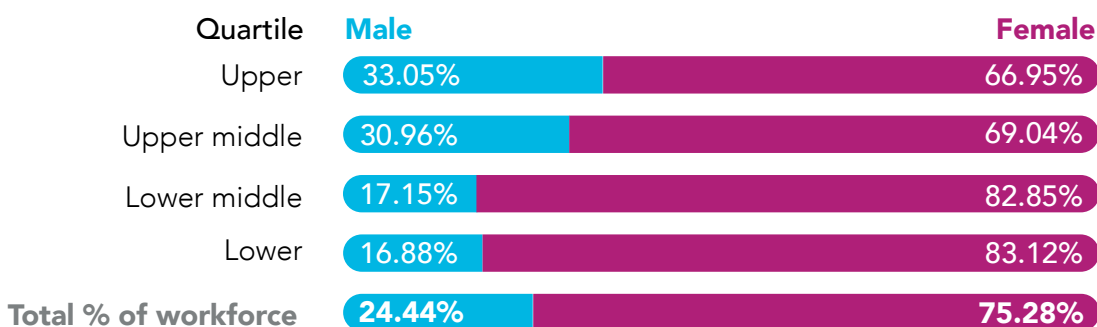


5. Gender pay data

a. Gender Pay Gap



b. Gender Pay Quartiles



c. Bonus

	Male	Female	Pay gap
Total bonus rate	-	-	
Total head count	-	-	
Standard bonus rate (mean)	-	-	0%
Standard bonus rate (median)	-	-	0%

6. Gender pay gap data commentary

a. Overview

On 31 March 2025, there were 2868 qualifying employees for the snapshot, this is up 48 employees from the previous year. These are employees who received their ordinary basic pay for that month. Of these 703 were men and 2165 were women, meaning women represent 75% of the CLF workforce. Excluded from this data was staff on parental leave where pay was not full, the majority of this were women and many would have been in the upper quartiles. Had all excluded due to family leave been included the mean gap would have reduced to 18.19% with the % of women in the upper quartile increasing to 67.72%.

The hourly rates for both males and females has increased this year with a more significant rise in the female total hourly rate. This is also case with the headcount of females whereas the headcount of men has dropped slightly.

Education has a predominance of women, and the CLF with 75% of the workforce is not out of kilter with the sector. Our challenge is to see this percentage within each of the quartiles.

b. Gender pay gap

The gender pay gap shows the difference between the average (mean or median) earnings of men and women. This is expressed as a percentage of men's earnings. Using the calculation determined by the regulations, based on the standard hourly rate the mean pay gap on 31 March 2025 was 18.95% lower for women, whilst the median pay gap was 34.08%.

The trust has compared the 2025 gender pay data with the 2024 data, and the mean gender pay gap using the government's recommended calculation demonstrates our pay gap has slightly reduced from 19.06% to 18.95% which is a slight



improvement. Reviewing the data over the last four years shows that the mean pay gap has reduced from 20.68% to 18.95% in this time.

The median gender pay gap however has also decreased this year from 35.65% in 2024 to 34.08% in 2025, a 1.57% reduction. This follows an increase in median gap last year which could have been explained by monetary pay increases over the preceding years for professional services colleagues rather than a percentage-based increase. This meant smaller pay increases for some colleagues in the middle quartiles and with a predominance of women in all quartiles this had an impact on the median. In 2025 the pay award moved back to a percentage-based increase for professional services colleagues.

The median pay gap tends to be higher in sectors where there is a predominance of women. The % of women in the organisation has grown again this year.



c. Gender pay quartile

As detailed previously, 75% of the workforce are women, and 25% men. Therefore, this becomes our benchmark when considering the pay quartiles. The snapshot data demonstrates the lower quartiles exceed the overall workforce benchmark data of 75% for women. Whereas the upper quartiles snapshot data is under the overall workforce benchmark data of 75% for women.

It should be noted that the CLF has agreed pay scales and bandings for all jobs across the federation. For teaching and leadership positions, these pay scales are in accordance with agreed national recommendations, which are subject to union consultation and annual review.



The trust identified in previous gender pay reports that it should consider initiatives to attract more women to jobs within the upper quartile and upper middle quartiles. This year the percentage of women in the upper quartile has increased by 1.28% however the number in the upper middle quartile has reduced by 1.03% so the percentage of women in both upper quartiles remains fairly static and therefore there is still work to do to increase this.

We are also keen to attract more men into roles which fall in the lower quartiles to help achieve an equal split through all levels. The percentage of men in the lower quartiles has reduced from last year. At present 60% of the Executive Team and 56% of Principals at the CLF are female. Within the Principal cohort 58% of secondary Principals are male which is the higher paid position, whereas within the Primary and other provisions there are 62.5% females.

Within the education sector there are a significant number of part time and term time positions available. These flexible working arrangements can often be accommodated in professional services roles which include centrally-based functions like HR and finance, and academy-based roles like educational support, lunchtime supervisors and teaching assistants. Often parents who wish to be employed, but also retain a work/life balance which enables them to care for their children, have sought these types of posts, which has historically attracted a higher proportion of women. The attraction of men to these roles continues to be a challenge but the CLF remains committed to achieve equal distribution of both men and women throughout the pay scales.

d. Bonus

The data published demonstrates a bonus gap of 0% for the CLF as of the 31 March 2025. This is because the CLF does not have any current bonus schemes in place for colleagues.

7. Professional Services and Teaching Difference

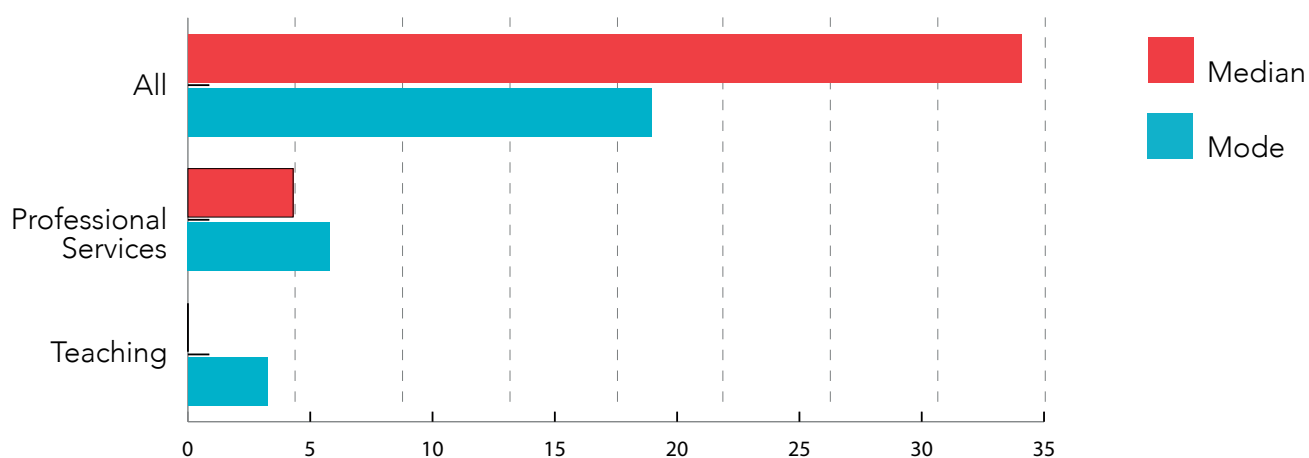
The federation has two categories of colleague, teaching and professional services (referred to as support staff in other education organisations). Teaching roles and teaching leaders roles due to the qualifications and experience required for the roles are higher paid roles than the majority of professional services roles. In addition to this there is more flexibility in working patterns and term time working within professional services roles so they commonly attract a higher proportion of women.

Within teaching roles there are 33% men to 66% women whereas in professional services roles there are 19% men to 81% women. With professional services roles being typically lower paid this leads to a large gender pay gap.

When the two categories of roles are considered in isolation the gender pay gap is lower;



Teaching and Professional Services Gaps



In isolation, both categories of role have a much lower pay gap than the national average of 13.1% mean gender pay gap and 7% median gender pay gap. The trust has maintained a 0% mean gap for teaching colleagues for the past 2 years.



8. Benchmarking

It is important that to benchmark the CLF against other similar organisations. A review of gender pay gap data (from 31 March 2024) for other large multi academy trusts (over 1,000 employees) shows mean gender pay gaps from 13.1% to 25.3% with the CLF gap of 18.65% (19.06% for March 2024) falling well within this range and less than the average gap of trusts benchmarked. The same is true for the median with ranges from 17.8% to 47.7% in other trusts and the CLF at 34.08% (35.65% for March 2024).

9. Feedback

For any questions or comments on this report, please contact Rachel Mylrea (HR Director) at HR@clf.uk

