



Cabot  
Learning  
Federation



# Gender Pay Gap Report

31 March 2025

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# 1. Background

The Cabot Learning Federation (CLF) is a diverse Multi-Academy Trust (MAT), operating 35 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 2024/25 has been focussed on delivering excellent teaching and considering how we might best operate at scale by streamlining processes, better optimising digital solutions and data insights.

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.

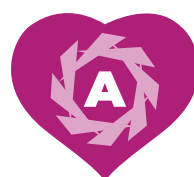
## CLF CORE PURPOSE



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



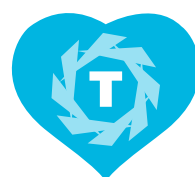
Create **Equity** of opportunity, promoting inclusion, removing disadvantage and rejecting discrimination.



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 2024 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. Continued our work on Job Evaluation, this year focusing on Pastoral and Inclusion roles. This phase resulted in an increase in pay grade for many colleagues.
- b. As part of our wellbeing sub-strategy, utilised data insights to drive initiatives to support staff at work, including wellness apps, line manager training and training in mental health first aid for colleagues, and job design.
- c. Regular wellbeing check-ins through our professional development process, and an approach to share responsibility for wellbeing that supports proactive action and discussion of opportunities to stay well at work.
- d. A continued commitment to reviewing workload for teachers, scheduling preparation, planning and assessment time and directing time well.
- e. Worked on the equality, diversity and inclusion sub-strategy to continue to gather, analyse and report back on staffing data to our Board and leaders and use this insight to inform our practice.
- f. Launched a programme of training for managers on positive management to ensure all staff are supported in their roles.
- g. Offered sessions on topics particularly pertinent for women at our summer conference, including menopause, and flexible working. Ran workshops for women on maternity leave where they could bring their baby to work for the day and connect with others, learn about our policies and gain support in returning to work.
- h. Continued to assess the gender impact of all new CLF policies and change projects via equality impact assessments and continuing to develop policy and practice that benefits women.
- i. Developed and monitored our methods to attract and retain women leaders, including succession planning to identify talented female colleagues and encouraging uptake of development and progression opportunities, for example a Women in Leadership apprenticeship.
- j. Promoted flexible working in our leadership roles by offering part-time working where possible, exploring the option of job-share and supporting women returning from maternity leave through a range of flexible options and better understanding the challenges facing those with caring responsibilities and women returning to work.
- k. Continued reviewing our attraction and selection strategies to increase the number of men in all roles throughout the organisation.
- l. Improved our careers webpages to share staff stories and sell the benefits of working for the CLF. Promoting flexible options where available, such as term-time-only contracts and hybridworking.
- m. In response to the new Sexual Harassment Mandatory Duty which came into effect in October 2024, we have reviewed our policy and practice, to ensure our colleagues feel safe and free from sexual but also any type of harassment. This has included staff and academy councillor training; listening activities; sharing our expectations with internal and external stakeholders; message from the CEO to all staff promoting zero-tolerance and completion of a sexual harassment risk assessment.



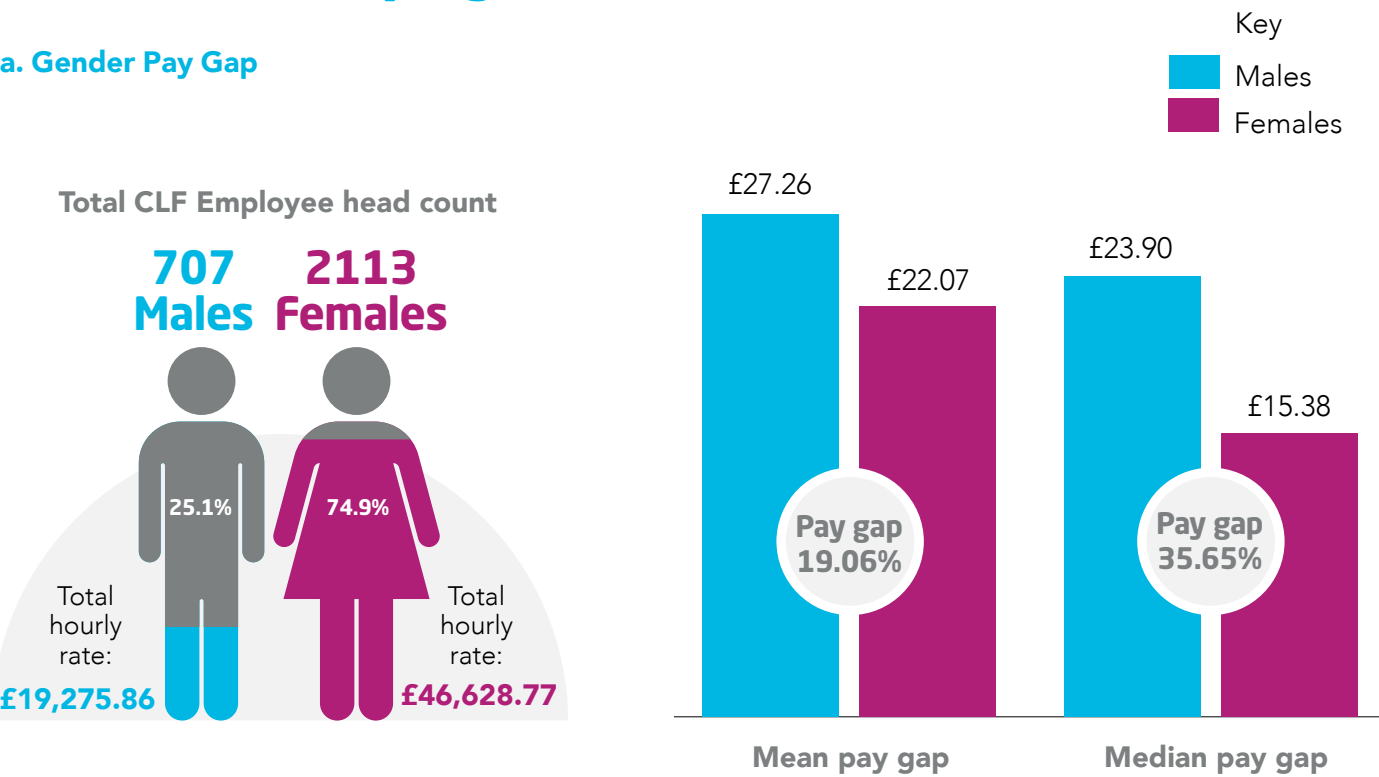
### 4. Actions for this year to address the gender pay gap include:

- a. A continued commitment to supporting women into leadership roles.
- b. Ensuring all part time directed time budgets are reviewed to ensure workload of part time teachers (often women) are proportionate and do not impact the retention of women in teaching roles.
- c. Launching a parenting community network to connect parents across the federation, in particular new mums.
- d. A review of maternity guidance and training for line managers ensuring inclusive practice, particularly around access to rooms to pump for returning mums.
- e. Launch of Neonatal policy within new combined family leave policy.
- f. Further work to promote awareness and support around menopause by launching a champions network.
- g. Careful curation of topics for our summer conference to be able to offer sessions particularly pertinent to women e.g. maternity and menopause.
- h. Continuation of training for managers on positive management to ensure all staff are supported in their roles.
- i. 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.
- j. Completion of Job Evaluation project ensuring parity in pay for all professional services roles across the federation.
- k. Ensure all recruiting managers take part in training on unconscious bias, combined with a continued commitment to annual EDI training for all colleagues.
- l. Complete a review of the actions 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.

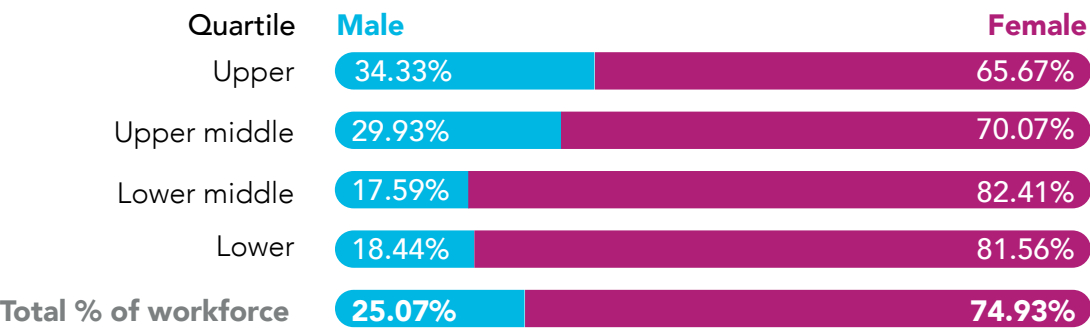


# 5. Gender pay data

## 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 2024, there were 2820 qualifying employees for the snapshot, this is up almost 1000 employees from the previous year. These are employees who received their ordinary basic pay for that month. Of these 707 were men and 2113 were women, meaning women represent 75% of the CLF workforce. Excluded from this data was staff on parental leave where pay was not full (54 people) which included 50 women (37 (75%) of whom would have been in the upper quartiles). The hourly rates for both males and females has grown this year with a more significant rise in the female total hourly rate. This is also the case with the headcount of males and females.

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 2024 was 19.06% lower for women, whilst the median pay gap was 35.65%.

The trust has compared the 2024 gender pay data with the 2023 data, and the mean gender pay gap using the government's recommended calculation demonstrates our pay gap has slightly reduced from 20.2% to 19.06% which is a 1.1% improvement.

The median gender pay gap however has increased from 32.75% to 35.65% which is a 2.9% increase on the previous year. This tells us that the



average salary for women has moved closer to the average salary for men in the past year. Therefore, women on average earned more in 2024 than they were earning in 2023. It also tells us that the middle salary difference in the middle salary for women and men has increased.

The pay awards for professional services colleagues for the last few years have been a monetary value rather than a percentage based increase. This has meant a smaller % increase for middle earners. Leadership and teachers have had a % increase which has had more of an impact on the upper and middle upper quartiles where there is a larger % of men in comparison with the lower quartiles. This monetary approach has been a standard approach from local government organisations so could explain this increase in median gap at the federation and other trusts.

The increase to the median could also be due to the large number of staff who joined via TUPE particularly from Primaries where there is a higher





proportion of females and a larger number of fractional roles e.g. lunchtime supervisor than in Secondaries.

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 by 1% 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 we have increased the percentage of women in both the upper quartile and upper middle quarter by 2% but still have work to do to increase this further and are focused on increasing flexible working options to make this achievable. 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. This picture has improved this year with a reduction by 1% of women in the lowest quartile to last year. At present 61.5% of the Executive Team and 63.6% of Principals at the CLF are female, this is up from last year.

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. Generally, 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 we remain in our commitment to achieve equal distribution of both men and women throughout our pay scales.

### d. Bonus

The data published demonstrates a bonus gap of 0% for the CLF as of the 31 March 2024. This is because the CLF does not have any current bonus schemes in place for colleagues.

## 7. Professional Services and Teaching Difference

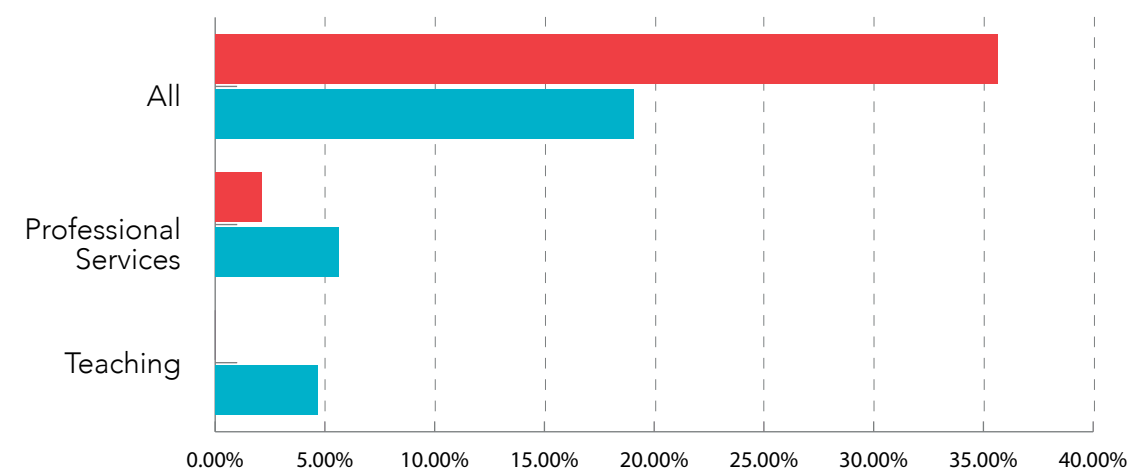
The federation has two categories of colleague, teaching and professional services (referred to as support staff in other education organisations). Teaching roles and teaching leaders roles due to the qualifications and experience required for the roles are higher paid roles than the majority of professional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

Within teaching roles there are 33% men to 66% women whereas in professional services roles there are 20% men to 80% women. With professional services roles being typically lower paid this leads to a large gender pay gap

If we look at the two categories of roles in isolation we can see a much lower gender pay gap;



Teaching and Professional Services Gaps



We can see for this that in isolation, both category of role have a much lower pay gap than the national average of 8.9% mean gender pay gap and 7% median gender pay gap.



## 8. Benchmarking

It is important that we benchmark ourselves against other similar organisations. A review of gender pay gap data (from 31 March 2023) for other large multi academy trusts (over 1,000 employees) show mean gender pay gaps from 12% to 27.2% with our gap of 19.06% (20.3% for March 2023) falling well within this range and less than the average gap of trusts benchmarked. The same is true for the median which ranges from 13.6% to 48% in other trusts and ours is 35.65% (32.75% for March 2023). The average range of medians and average had increased in other trusts compared to data reviewed last year suggesting this increase in median is not unique to the federation.

## 9. Feedback

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

