

Leodis  
Academies  
Trust



# **Gender Pay Gap Report at 31 March 2021**

**Blackgates Primary Academy  
East Ardsley Primary Academy  
Hill Top Primary Academy  
Westerton Primary Academy  
Woodkirk Academy  
Leodis Central Team**

## 1. Introduction and purpose

The gender pay gap is the difference between the average (mean or median) earnings of men and women across a workforce. Gender pay gap reporting is a legal requirement for employers with a headcount of 250 or more on the 'snapshot date' which must comply with regulations on gender pay gap reporting.

Gender pay gap calculations are based on employer payroll data drawn from a specific date each year. This specific date is called the 'snapshot date'. This date is 31 March for public authority employers such as Leodis.

Leodis Academies Trust follows the national bodies for both teachers and support staff pay, meaning we have pay transparency that meets robust public scrutiny. Our recruitment processes ensure that we treat male and female applicants for all roles equally in relation to pay upon appointment. The Trust is planning to introduce a new job evaluation scheme during 2022/23 which will allow for any roles to be evaluated including the review of existing roles.

Whilst only required to publish comparison with local and national data, Leodis Academies Trust see this as an opportunity to go beyond statutory requirements and publish our action plan in response to the gender pay gap.

This report is an important tool for highlighting the issues in relation to the gender pay gap within Leodis Academies Trust – both for our Trust Board and also for our staff. The Trust Board, through Local Governing Boards, control the resources that will help us narrow the gap but also it is important that the Board has scrutiny over what we are doing to close the gap. It is also important to us that we share this with our staff so that we can listen to their feedback and ideas to help narrow the gap.

## 2. Our data

		Trend from last reporting period
Mean difference in hourly rate of pay (as a %)	28.8%	↑
Median difference in hourly rate of pay (as a %)	46.3%	↑
Mean and median difference between male and female bonuses	No bonuses paid	
Proportion of females and males who received bonuses	No bonuses paid	

The Gender Pay Gap reports on the difference between male and female pay and the above therefore shows that both the mean and median differences are in favour of males. Last year the figures were 26.8% in relation to the mean difference and 41.7% in relation to the median difference.

The average mean difference in the Education sector overall in 2021 was 17.6% and average median for that period was 25.4% <sup>1</sup>

Overall, the figures for Leodis Academies Trust support national findings that the Gender Pay Gap is higher in the Education sector than the average nationally due to the role mix within schools.<sup>2</sup>

### Pay Quartiles

Quartile	Female	Trend from last reporting period	Male	Trend from last reporting period
Upper: 75-100% of full-pay relevant employees	64.9%	↓	35.1%	↑
Upper middle: 50-75% of full-pay relevant employees	80.2%	↑	19.8%	↓
Lower middle: 25-50% of full-pay relevant employees	89.2%	↑	10.8%	↓
Lower: 0-25% of full-pay relevant employees	97.3%	↓	2.7%	↑

This shows that the Trust has a higher proportion of females than males in all quartiles, but proportionally more in the lower and lower middle quartiles. This position is similar in comparison to the previous reporting period, however, in relation to the upper middle and lower middle quartiles there are more females than males compared to the last reporting period. This reflects our higher percentage of females in senior positions within the MAT.

There are 12 non-full pay relevant employees<sup>3</sup> who are not included in the data, of whom 6 are female teachers. Had they been on full pay and included in the data, they would have fallen into upper middle and upper quartiles. This would have increased the number of females in the higher quartiles and the average hourly rates for females overall.

### **3. Factors influencing the data**

The gender pay gap can be attributed to four major factors. Some of these issues affect all organisations and others are specific to the education sector:

---

<sup>1</sup> ONS 2021

[Gender pay gap - Office for National Statistics \(ons.gov.uk\)](https://ons.gov.uk)

<sup>2</sup> Government Equalities Office information 2021

<sup>3</sup> Employees who were not receiving full pay at 31 March 2021 (for example due to maternity leave or leaving part way through the snapshot period)

### Seniority of role

The single biggest factor influencing the data is the number of teaching assistants and lunchtime assistants, catering staff and cleaning staff employed directly by the Trust. A significant proportion of these employees are women. All of these posts fall into the lower and lower middle quartiles. The hourly rate for these roles impacts on the average hourly rate (mean and median) for the Trust. The overall pay gap reflects workforce composition rather than pay inequalities.

### Working pattern

Women outnumber men in relation to working part time and regardless of whether job holders are male or female, part time roles are more common in the lower pay quartiles.

### Type of role

Our whole workforce is predominantly female, but the proportion of women in support roles is even higher than in teaching roles.

### School phase

The primary phase is more likely to employ females and average salaries tend to be lower compared to the secondary phase.

### Other factors

In relation to the local area, the Leeds Living Wage changes year on year and this reduces the difference in hourly rate between the lowest paid employees and other employees.

It is recognised that women are more likely to be able to achieve pay parity with their male colleagues when they mirror what men do, i.e. work full time and do not take time out to have children.

The ONS reported in 2019 that when deciding whether to leave their job, women are more likely than men to accept lower pay in favour of a shorter commute which contributes to the overall gender pay gap. As an employer with a significant number of staff who live in the local area, clearly this is something that is likely to be true of our staff.

The pandemic has widened opportunity for those who may wish to work from home as employers are more flexible than pre-pandemic. This could mean that 'fixed' jobs such as those in schools are less appealing and potentially pay less than other roles which are available working for other employers.

#### **4. Actions taken so far**

At Leodis Academies Trust, we:

- Use pay scales for all teachers that are aligned to the School Teachers Pay and Conditions document, which is reviewed on an annual basis. For non-teaching staff we use pay scales set by the NJC (National Joint Council for Local Government Services). Staff progress through the pay scales based upon their performance in role, therefore earnings are based on performance outcome and not influenced by their gender.
- Ensure pay is not adversely affected after a maternity break.
- Use skill-based assessment tasks in recruitment for some posts, instead of relying only on interviews. This means that candidates are required to perform tasks they would be expected to perform in the role they are applying for.
- Understand our role as educators in reducing the gender pay gap. Careers advice to encourage our female students to consider male dominated professions is one example as research shows one of the contributory factors regarding the gap is the type of industries and jobs open to women.

#### **5. Future Actions**

In the future, we will aim to:

- Continue to scrutinise recruitment, remuneration, reward and staff development practices.
- Undertake a staff survey aimed specifically at our female part time workers for their feedback regarding how we promote, recruit and retain female talent;
- Consider Trust wide equal access to training and development opportunities, especially those available to women with care commitments.
- Continue with our development of females who may be aspiring to leadership roles.
- Consider our approach to apprenticeships – both as a way of providing a talent pipeline for female staff and also developing current staff across the Trust.
- Review our pay policy annually as is our current practice, considering its transparency and explicit pay determination processes.
- Monitor and review how we deal with flexible working applications so that we are fair and consistent including a record of successful applications.
- Continue monitoring of performance related pay decisions with regard to starting salaries, part time working and maternity leave.
- Assess the number of men and woman in each job or pay band, assess any reward components at different levels.
- Record the numbers of men and women who apply and are successful for internal promotion.
- Assess the proportion of women and men who return to work after maternity, paternity, adoption or shared parental leave to resume their original job recording how many leave within a two year period.
- Continue to conduct exit interviews across the Trust for all to try and understand if there are any reasons for leaving which could be linked to gender.

## **6. Conclusion**

We hope to continue the progress that has been made in reducing the gender pay gap – not just for Leodis Academies Trust but for the benefit of wider society. It has been estimated that the under-utilisation of women's skills costs the UK economy 1.3 - 2% of GDP annually, and that eradicating the full-time gender pay gap would contribute additional spending into the economy of £41bn each year.

We want to be known as an employer of choice who recruits, values and develops female talent equally to male counterparts, whether in full time or part time work. Reducing the gender pay gap will contribute towards this.

Sara Cubitt  
Leodis HR Manager  
1 March 2022