

GENDER PAY GAP REPORT: SNAPSHOT DATE 31 MARCH 2022

Northern Ambition Academies Trust, in accordance with the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017, is required to comply with the regulations in reporting the pay gap between our male and female employees. This involves carrying out calculations that show the difference between the average earnings between men and women in our Trust.

The overall gender pay gap is defined as the difference between the mean (average) or median (actual midpoint) hourly rate of pay of male and female employees. The results of these statutory calculations are shown below:

Difference in mean and median hourly rate of pay

	Difference in the mean hourly pay	Difference in the median hourly pay
Pay gap. % difference male to female	20.95	59.70%

Difference in mean and median bonus pay

	Difference in the mean bonus pay	Difference in the median bonus pay
Pay gap. % difference male to female	N/A	N/A

Proportion of male and female employees who were paid bonus pay

	Proportion receiving a bonus
Male employees (% paid a bonus compared to all male employees)	N/A
Female employees (% paid a bonus compared to all female employees)	N/A

Proportion of male and female employees according to quartile pay bands

	Quartile 1. Lower	Quartile 2. Lower middle	Quartile 3. Upper middle	Quartile 4. Upper
Male (% males to all employees in each quartile)	25	15	11	2
Female (% females to all employees in each quartile)	75	85	89	98

Proportion of male and female employees who were paid bonus pay

	Proportion receiving a bonus
Male employees (% paid a bonus compared to all male employees)	N/A
Female employees (% paid a bonus compared to all female employees)	N/A

Supporting statement

I confirm that the information published here is accurate.

Signature: 

Date: 31.1.2023

Status/position: Chief Executive Officer

Optional supporting narrative

On snapshot date there were 325 full pay relevant employees, 87% female and 13% male. The percentage of female to male members of staff is highest at the lower grades of the organization, with 98% of those in the lower quartile being female employees; however, in the highest quartile females still make up 75%. The small numbers of male employees within the organisation make meaningful comparisons difficult, however, as females vastly outnumber males at all levels across the organisation.

The overall figures for the Trust do not, however, tell the full story. As with most schools, the organisation is made up of two distinct workforces: teachers and support staff. There were 107 teachers employed within the organisation on snapshot date - 78% (83 staff) were female and 22% (24 staff) were male. In terms of support staff, 218 were employed on snapshot date, 92% (200 staff) female and 8% (18 staff) male.

If we look at the hourly pay rate for teachers, the mean gender pay gap is -6.37%, and the median gender pay gap is 3.55%. While female staff (teachers) do still outnumber male staff (teachers) across all quartiles (due to there being approximately 3 female teachers for every male), the distribution of male staff across the quartiles is relatively even if only staff paid on teachers' terms and conditions are taken into account.

The mean gender pay gap for support staff is larger than that for teachers (9.08%), as is the median (11.20%). In part this is because female support staff outnumber males around 25:1, so the male group is a statistically small sample. A high proportion of support staff roles (82%) are term time contracts, which reduces the notional hourly rate of pay when calculated according to the ACAS guidance. In general, these term-time roles are more often occupied by female staff; the few male support staff are more likely to be in all-year-round roles such as premises management.

Female support staff outnumber male support staff across all quartiles (due to there being approximately 25 female support staff for every male). However, the distribution of male support staff is weighted more towards the top and third quartiles. This is because we employ our own in-house cleaning and catering staff, rather than outsourcing these to another organisation. These account for most of the posts within the lowest quartile, along with lunchtime supervisors and some classroom assistants. These roles tend to attract predominantly female employees who are working around caring responsibilities, which contributes to the higher proportions of female to male staff in these lower quartiles. However, the Trust welcomes male applicants for these roles and operates an open and transparent system of recruitment, including the use of anonymised application forms at shortlisting stage, which seeks to eliminate gender bias in recruitment and avoid any unconscious stereotyping of gender roles. We seek to recruit the best person for the job, regardless of gender. The Trust supports staff of both genders by offering flexible working, including term-time and part-time hours to fit around childcare responsibilities, but so far this does not seem to have had a significant impact on attracting males into female-dominated roles. The notion of females as the primary carers is ingrained within our society and will take some time to change, although increasingly males are taking on caring responsibilities and therefore seeking out this type of role.

All our posts are aligned to nationally agreed pay scales: for teachers we use pay scales based on the School Teachers Pay & Conditions Document (STPCD) and for non-teaching staff we use pay scales set by the National Joint Council (NJC). The average hourly rate of pay for teachers is over two and a half times more than that of non-teaching staff (£28.50 per hour compared with £11.05 per hour for non-teaching staff). If we consider the 'status' pay gap rather than the 'gender' pay gap, we see where most of our differences come from: the mean 'status' pay gap between female teachers and female support (non-teachers) is 38.2%; between male teachers and male support (non-teachers) it stands at 44.8%. This demonstrates that our disparity is less to do with gender and more to do with the differences in pay levels between teaching and non-teaching staff. We have sought to address this in part by implementing the NJC Pay rates for our lowest paid staff to increase their hourly rate of pay, which will mainly benefit female staff who tend to be in the lowest paid roles.

Staff paid under the STPCD dominate the highest levels of the organisation (85% are paid in the top quartile) and of the organisation's senior leadership 100% (which is broadly in line with the overall proportions of male to female staff across the organisation and suggests that female employees are equally likely to progress through the organisation and secure senior, more highly-paid roles). However, this does not offset the fact that 65% of our female employees are support staff (non-teaching) compared with only 3% of our male employees (non-teaching). Our support staff (non-teaching) are paid on average a lower hourly rate than teaching staff. Both our highest paid and lowest paid employees are female – there is a much wider range of hourly rates among female staff than male staff because there are far more female staff within the organisation.

We also operate a job evaluation scheme and benchmarking to ensure there is pay parity across the Trust. This helps to ensure that the value/worth of a job in relation to other jobs within the organisation is assessed in a systematic way, irrespective of whether those roles are predominantly occupied by male or female staff.

The overall gender pay gap is therefore a reflection of workforce composition rather than latent pay inequalities. We are successful at encouraging female staff into higher paid roles; our challenge is to encourage more male employees into the lower-paid roles currently dominated by female staff.

