



Anglian Learning

Statutory Gender Pay Gap Report 2022

Introduction

This report contains the statutory disclosure of the gender pay gap for Anglian Learning.

All companies with 250 or more employees are required to publish their gender pay gap under new legislation that came into force in April 2017. Employers have to publish the gap in pay between men and women on both a median basis (pay per hour based on the person “in the middle” of the distribution of pay) and a mean basis (average hourly salary).

In addition, employers are required to disclose the distribution of gender by pay quartile – in other words splitting the workforce into four groups based on their pay, and showing the proportion of men and women in each group.

Gender pay gap reporting is not indicative of equal pay. Equal pay is about the differences in the actual earnings of men and women doing equal work or work of equal value. Anglian Learning is an equal pay employer.

The Gender Pay Gap

The Gender Pay Gap is the difference between the hourly rate of pay of male employees and female employees, expressed as a percentage of the hourly rate of the male employees. The Gender Pay Gap is reported on both a mean (average) and median (mid-point on a distribution) basis.

VS

Equal Pay

Equality Act 2010 prohibits paying different amounts to men and women who are doing like work, work of equal value or work rated as equivalent unless there is a genuine material factor that justifies the difference.

Mean vs Median

The Gender Pay Gap reporting regulations specifically require both the median and mean to be reported. These metrics are complimentary and illustrate different aspects of the distribution of pay across an organisation.

The Mean

The mean is an overall average of the whole sample and thus can be subject to the influences of extremely high or extremely low salaries at the top or bottom of the sample. It is therefore more subject to skewing by a small number of salaries in the outer regions of the range.

VS

The Median

The median looks at the central tendency of the market or sample, showing the middle-most salary of a sample in a range.

The reasons behind gender pay gaps are complex. Some of the reasons are likely to be outside the control of the employer.

The Sample at 31 March 2021

The staff that were considered in the sample comprised of the following in terms of gender:

	Male	Female
Total across Anglian Learning	268	874

Gender	Median Gender Hourly Rate	Mean Gender Hourly Rate
Anglian Learning		
Female	15.31	18.38
Male	22.86	22.89

	Median Gender Hourly Gap %	Mean Gender Hourly Gap %
Anglian Learning	33	19.7

Bonus Payments

	Proportion	Mean	Median
Anglian Learning			
Female	0%	0	0
Male	0%	0	0

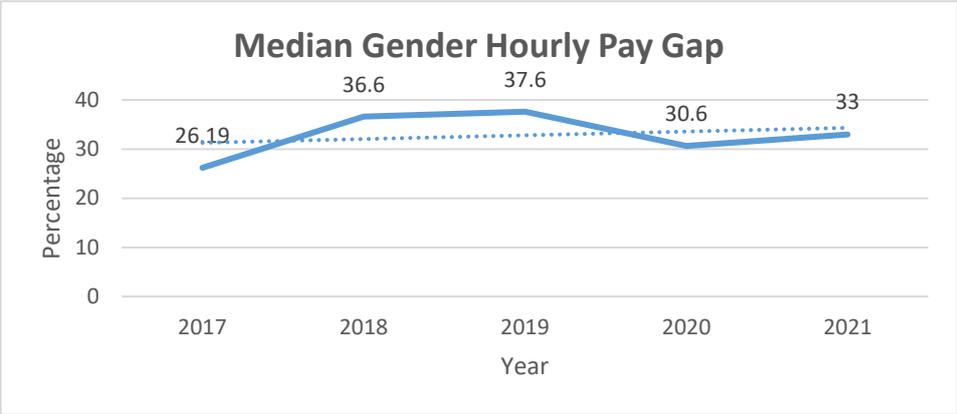
Comparison with previous year

Proportion of gender in each quartile band

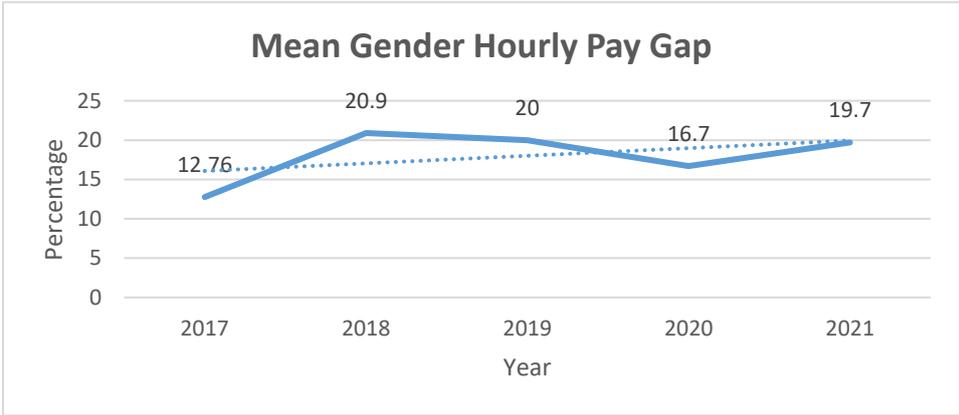
	Anglian Learning - Male				
	2017	2018	2019	2020	2021
Quartile	Male %	Male %	Male %	Male %	Male %
Lower	26.43	20.28	22.28	26.05	19.08
Lower Middle	18.57	1.02	15.61	14.68	12.94
Upper Middle	33.57	35.21	29.76	27.06	26.92
Upper	37.14	35.17	32.06	34.23	34.84

	Anglian Learning - Female				
	2017	2018	2019	2020	2021
Quartile	Fem %	Fem %	Fem %	Fem %	Fem %
Lower	73.57	79.72	77.72	73.95	80.92
Lower Middle	81.43	98.90	84.39	85.32	87.06
Upper Middle	66.43	64.79	70.24	72.94	73.08
Upper	62.86	64.29	67.94	65.77	65.16

Median Gender Hourly Gap Percentage				
2017	2018	2019	2020	2021
26.19	36.6	37.6	30.6	33



Mean Gender Hourly Gap Percentage				
2017	2018	2019	2020	2021
12.76	20.9	20.00	16.7	19.7



Trend Analysis

Anglian Learning has undergone significant expansion since 2017. In the 2018 reporting year, three primary schools joined the Trust (Bottisham Primary, Fen Ditton Primary and Stapleford Primary). In the 2020 reporting year, Joyce Frankland Academy joined the Trust. In the 2021 reporting year the Chilford Hundred Educational Trust joined Anglian Learning. This was a relatively large merger as the CHET trust comprised of one secondary school and an additional four primary schools.

The inclusion of significant amounts of new data, affects the ability to make accurate assertions that the improvements are due to the strategies that the Trust are utilising to narrow the gender pay gap.

Previous year’s national educational data has suggested that primary schools have significantly higher figures than secondary schools. Therefore, whilst Joyce Frankland Academy joining the Trust may have supported the lowering of the Trust’s figures, the addition of a further four primary schools may be the main cause behind the figures then increasing in the year 2021.

How we are continuing to address the pay gap

Anglian Learning believes and promotes an inclusive culture, one where the benefits of diversity are appreciated and welcomed.

Anglian Learning has taken and will continue to take a pro-active approach to creating an environment, which encourages and supports the development and progression of those with different characteristics and from different backgrounds, including gender.

This year

The steps that that the Trust has particularly taken this year to improve gender equality and diversity:

- All advertisements across the Trust include the statement that “Flexible Working arrangements would be considered” to promote the instigation of conversations as to whether working patterns could be adapted to accommodate staff.
- Images within advertisements and on social media have been reviewed to ensure that they depict diversity.
- The Director of HR is participating in an Equality, Diversity and Inclusivity Working Group across all of the Multi Academy Trusts.
- Continued to pay full pay to staff on furlough, staff self-isolating and those working flexibly to support caring responsibilities during Covid.
- The formation of an Equality, Diversity and Inclusion Strategy Group
- Schools have participated in the Kickstart Scheme, providing opportunities for both genders to experience lower paid roles within the educational environment.

The Future

Anglian Learning continues to monitor and report on the progress of closing the gender pay gap and this is challenged by the Trust’s Board. The Trust is committed to monitoring, measuring and managing diversity in its entirety across the Trust.

As such future work that the Trust is committed to encompasses:

1. Creation of a TLR model that supports teachers to have full time leadership responsibilities whilst working part-time as a classroom teacher.
2. Introduction of a sabbatical policy which supports staff to have short-term career breaks whilst being able to return to work at the same level of seniority.
3. Roll out of Equality and Diversity and Unconscious Bias training to all staff across the Trust.
4. Creating a coaching culture across Anglian Learning to support all staff to maximise their potential.