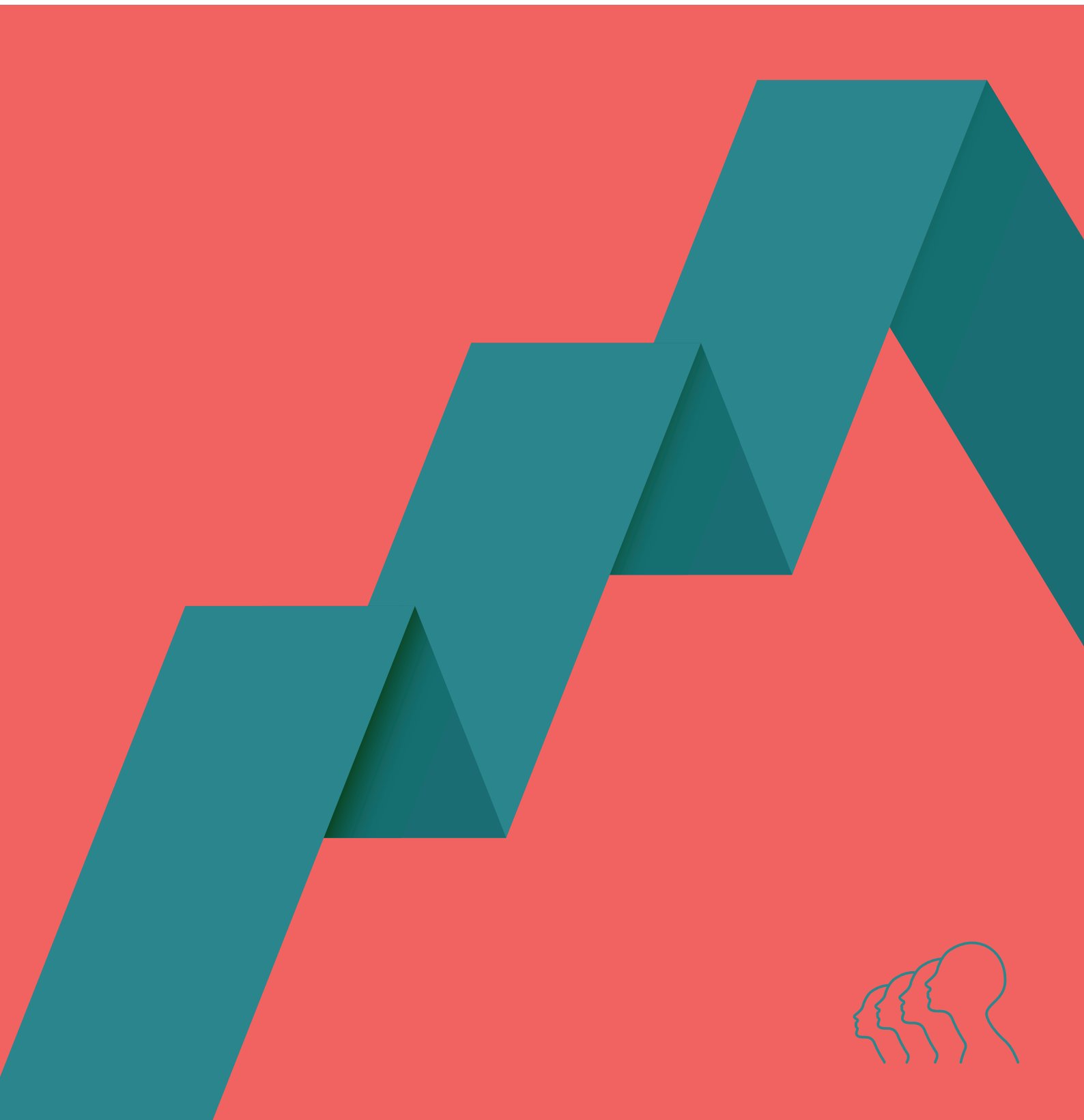




CLOSING THE GENDER PAY GAP IN EDUCATION: A LEADERSHIP IMPERATIVE





ASCL has put its work on equality, diversity and inclusion (EDI) front and centre over the last three years. We're all familiar with the oft-quoted and stubbornly-static statistics regarding the lower numbers of women leaders in our schools and colleges, particularly those with protected characteristics and the compelling arguments for the need for change. Not only is this a moral imperative but we know that more diverse groups make better decisions, bringing a myriad of perspectives to the table and avoiding 'the warm glow of homophily' which Matthew Syed articulates so convincingly in his book, *Rebel Ideas*. As a leadership organisation, ASCL has a responsibility, and the influence amongst our 21,000 members, to make a positive difference. We need female leaders to represent the profession. We will support our membership to take these much-needed steps.

Rachael Warwick, ASCL Past President



For a profession that has a female majority, these figures should be sobering to anyone that reads them. We've seen school leadership pay eroded over the last decade and for our female school leaders there is almost a 'double hit' by the inequalities in the system. To make progress, we need to frame the issue in a way that fosters a culture of change at all levels. NAHT hopes that, through this report, we can continue a much-needed conversation, helping to empower our members and female leaders everywhere, and use our platform to press for the changes in the system that are sorely needed. As a school leadership union, with a predominately female membership, this is an incredibly important issue for us.

Paul Whiteman, General Secretary, NAHT



Governing boards determine the organisation's pay policy and have a very specific role in setting the pay of the most senior leader. Employers need to ensure themselves that all staff are treated fairly, equitably, and lawfully. We need to encourage and reward all the talent within schools and trusts. It is through developing our staff that we will provide the best possible education for pupils. The National Governance Association is committed to ensuring boards have all the information they need to do this well without a gender penalty. Governing boards are in prime position to effect change by ensuring a healthy organisational culture which is open to giving equalities, diversity, and inclusion active and on-going consideration.

Emma Knights OBE, Chief Executive, National Governance Association



#WomenEd

In WomenEd we hear of many examples where women are paid less than men for the same role and with the same or greater experience. This report shows that such inequality is more significant than women realise. We want women to realise that they have a right to talk about pay and to challenge any pay inequality. We share the stories and evidence of women who are brave and challenge the status quo, who gain higher salaries for themselves and their colleagues so that, collectively, and in collaboration with other sector organisations, we can make a difference for all women leaders and educators.

Vivienne Porritt, Co-founder and Global Strategic Leader, WomenEd

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EXECUTIVE SUMMARY

The gender pay gap measures the difference between the average hourly pay rate for men and the average hourly pay rate for women. Although related, it is distinct from equal pay. The Equal Pay Act of 1970 and the Equality Act 2010 legislated that women and men must receive equal pay if performing equal work in the same employment. Equal pay includes all benefits, bonuses or performance-related salary increases.

As noted by the [Equalities and Human Rights Commission](#) (EHRC), across Britain in 2016, the gender pay gap stood at 18.1%, the ethnicity pay gap at 5.7%, and the disability pay gap at 13.6%. These average figures disguise wide differences, with some groups experiencing far greater pay gaps than others. We also know from a range of [research](#) that the impact of the pandemic has served to further existing inequalities, with women being [disproportionately impacted](#) in comparison to men.

The gender pay gap is a longstanding phenomenon and its causes are complex; this applies regardless of sector. Social pressures and norms also influence gender roles and often shape the types of interests, occupations, and career paths which men and women follow, and therefore their level of pay. Pay gaps can be a good indicator of inequalities in access to work, progression and rewards and in education, there is a significant gender pay gap [compared to other sectors](#).

The analysis, which forms the focus of this report, is based on a review of the latest data from the [School Workforce Census](#). Whilst the annual statistics highlight the yearly gap, this tells us very little about differences across the sector and whether there has been any progress in reducing the gap in recent years. Therefore, we have attempted to further analyse the data to track trends over time, and differences across phases, roles, and structures. Due to the limitations of this published data, it has not been possible to explore a range of additional important factors, although we know from other research that [disabled women](#) or women from Black, Asian or [minority ethnic backgrounds](#) can face additional pay penalties.

The report is intended to inform debate and highlight areas where action may be needed to ensure that women leaders and educators are valued appropriately and equitably for the work that they do. This in turn should help the sector to retain more experienced women as leaders in our schools and trusts and our children to learn about leadership from more diverse role models.

KEY FINDINGS

- Despite the existence of a broad national pay framework, analysis of the School Workforce (SWC) statistics shows that, regardless of school phase or structure, men typically earn more than women. **The more senior the position, the wider the gulf becomes.**
 - Looking at the latest school workforce statistics, males earned on average 2.4% more at classroom teacher level but 11.3% more (on average) than women headteachers.

- The largest gap in average salaries is for headteachers in special or PRU academies, where, on average, men earned an additional £4,165 in 2020/21 compared to women.
- This difference between average salaries of men and women increases with age and seniority in roles.
 - At headteacher level, across all types of state-funded schools, women tend to have steadier increases in salary by age, whereas men tend to see much larger increases, particularly towards the end of their career. **The difference by age 60 and over reaches £17,334.**
 - A similar pattern is seen at 'other leadership' levels, although the salary difference is not quite as pronounced. The divergence point is at age 35-39, with the difference between average salaries between men and women almost doubling from £2,760 at 35-39 to £4,024 at age 40-44.
- The difference is particularly stark for headteachers working in secondary academy schools.
 - In secondary academies, males earned an average of £3,399 more than their female counterparts in 2020/21.
- In the limited number of cases where the average salary pay gap favours women, the difference tends to be far smaller. For example, the largest gap in favour of women in 2020/21 was £892 (classroom teachers in primary academies) and the largest gap in favour of men was £4,165 (for headteachers in special or PRU academies).

KEY RECOMMENDATIONS

GOVERNMENT SHOULD SEEK TO:

1. **Improve national level analysis of the pay gap trends from the Department for Education, which includes ensuring that the national data has separate information on the most senior roles in the system** including Executive heads and CEOs. There should also be better data and information on pay for school business leaders. This data collection must also consider improvements in the data collected for those with protected characteristics.
2. **Act on the calls from the School Teachers' Review Body (STRB) and the sector for a comprehensive review of the pay framework for both classroom teachers and leaders.** This should include:
 - comprehensive analysis by the Department for Education on the equality implications of the teachers' and leaders' pay system, including consideration of the role that performance-related pay has on the gender pay gap
 - review of the factors determining pay for school leaders
 - review of the question of which leadership roles are covered by the existing pay structure
3. **Provide greater support to help mitigate some of the systemic barriers to flexible working opportunities for all roles, including senior leaders.** This should include consideration of overall teacher and leader numbers, contact time for teachers and leaders and additional funding required to support flexible working.
4. **Encourage men and women to better share caring responsibilities, including greater promotion of paternal leave.**
5. **Renew or replace the EDI Hub funding, which was discontinued at the end of 2020.**

We are delighted that the Department for Education's [Teaching Vacancies](#) free service has removed the current salary question from its application form following a discussion with Vivienne Porritt representing WomenEd.

With over 27,000 jobs advertised on Teaching Vacancies, this is a significant change. We encourage all large recruitment companies and organisations to remove this question and play a part in reducing the gender pay gap in education.

SCHOOLS AND TRUSTS SHOULD SEEK TO:

1. Understand the situation in your organisation.

- If you are not legally required to undertake gender pay gap collection, it is still good practice to collect and analyse the data for internal purposes. As part of this, you should consider reviewing data on staffing makeup and rates of progression, based on gender. If the data is sufficient to allow, consider tracking not just the overall gender pay gap but also, where possible, the nuance within this. For example, do Black or disabled women in your setting have a different gap to other categories of your female staff?
- Depending on the size of your school, it is good practice to consider publishing your gender pay gap information, even if not legally required to do so. This helps to create transparency and is an opportunity to share what actions you are taking to address any differences that might exist.
- For those schools with extremely small staffing bodies, it might not always be possible to effectively monitor the data. However, this should not preclude you from undertaking proactive measures aimed at preventing a gender pay gap from emerging.

2. Actively interrogate the evidence you have on a regular basis.

- Work with your governors and senior leaders to ask [pertinent questions](#) if your data monitoring suggests a gender pay gap exists.

3. Where a gap is found to exist, create a plan to [reduce your gender pay gap](#) and change your gender pay gap report “[from a monitoring tool to an action tool](#)”. This might include:

- a review of recruitment materials and process to ensure they do not include any [gendered perceptions](#) and/or biases that might inadvertently lead to a [less diverse field of applicants](#)
 - i. tools such as a [gender decoder](#) can help to check for any bias in recruitment materials
- reviewing ways to ensure interview panels are as diverse as possible. Ensuring interviewers are diverse can help to minimise the impact of unconscious bias
- reviewing approaches to flexible working and consulting employees as part of the process. Remember to ensure [flexible working opportunities/policies](#) are also available for senior leaders, where possible. This could include job shares, part-time work, or phased retirement
- reviewing and planning actions to [retain more women leaders](#) following maternity leave
- considering opportunities to offer childcare facilities on your own or with partners
- considering opportunities to offer mentoring systems for aspiring leaders from protected groups

4. Remove the [request for a current salary](#) from your recruitment materials and requests for references.

Asking for your candidates’ current salary can undermine other diversity, equity and inclusion initiatives being undertaken. When you base someone’s salary on their previous pay, you may be inheriting gender, race, and class gaps in pay from previous roles, and ‘baking them’ into your own organisation.

5. Ensure the school’s core values support equality, diversity, and inclusion. This should result in a [culture of inclusion](#) and allow for open conversations around these issues so women at all levels have the opportunity to contribute and suggest solutions.

- Avoid defensiveness and work with your female employees to explore answers to the issues highlighted in your report.

6. Seek to work collaboratively across local authorities (LAs) and/or trusts, and with sector organisations to mentor and support leaders to address their gender pay gap.

I am delighted to say that [SENDAT](#) has removed the Current/Previous salary question from our application form. We see this as a positive step to reducing the Gender Pay Gap in our organisation and assuring applicants that we offer equitable processes when recruiting. We will advertise our practice as a strength of our Trust.

[Sue Prickett](#), Chief Finance and Operations Officer, SENDAT

GOVERNING BOARDS SHOULD SEEK TO:

1. Review your organisation's recruitment policy and its outcomes to ensure they support equality, diversity, and inclusion.
2. Ensure there is regular review of your organisation's pay policy and [pay-setting procedures](#) in light of any gender pay gap information.
3. Review the diversity of your governance team: NGA has a number of [resources](#) to support boards in their EDI work.
4. Ensure that recruiting panels for appointments are diverse with interview panels including women.

Governors and trustees are involved in the recruitment of senior leaders and entirely responsible for the appointment of the headteacher in a stand-alone school and for a chief executive in a multi-academy trust.

NGA's annual survey 2021 shows that women are in the majority on governing boards: 63% of those volunteering to govern are women as are 58% of chairs of boards. It is therefore likely that candidates will be facing interviewing panels which include women if governors or trustees are involved.

INDIVIDUAL EMPLOYEES SHOULD SEEK TO:

1. Find out if your organisation has published a gender pay gap report and (if there is a gap) ask how they are seeking to reduce the gap; ask your organisation whether they collect data on any other pay gaps such as ethnicity pay gap.
2. Contribute to creating and evaluating your organisational action plan to reduce the gender pay gap.
3. Review and /or support the development of the organisational strategy for flexible working.
4. Review whether your organisation retains the current salary question on the application form. If yes, ask why?
5. Consider opportunities to develop your [negotiation skills](#).
6. Involve your union representative in such issues to ensure women are represented effectively.

WHAT IS THE GENDER PAY GAP?

There is a difference between equal pay and the gender pay gap. The Equal Pay Act of 1970 and the Equality Act 2010 legislated that women and men must receive equal pay if performing equal work in the same employment. Equal pay includes all benefits, bonuses or performance-related salary increases.

The gender pay gap is expressed as the difference in earnings between all women and men in an organisation. In the UK, the gap shows the difference between the average (mean) gross hourly earnings and the middle (median) ranking person in terms of salary.

GENDER PAY GAP IN EDUCATION

Evidence on the extent of the gender pay gap in education was initially highlighted by [analysis](#) from Education DataLab in 2015. The report suggested that the gap in pay was linked to three key factors:

- Women achieve a smaller annual pay rise than men at all levels of seniority.
- Differences in career moves: women are a little more likely to achieve internal promotion to headteacher within the same school. Women are far less likely to be promoted to a different school in the same region or in another region.
- Men achieve substantially greater pay rises on promotion to headteacher than women do, and this is true whether they do so via internal or external promotion.

This was set against the backdrop of research which highlighted the underrepresentation of women in school leadership, as outlined in the [Future Leaders Trust report](#).

Despite the presence of a broad national pay framework¹, it appeared that education was not immune to the issues that contribute to the gender pay gap.

The individual level of consequences can be severe. It is well known that the effect of a pay disparity is compounded over time. Making, for example, 2% less across several years may not appear to be significant initially. Yet over the course of decades, it can amount to a substantial difference in money earned, with major implications not just for an individual's salary but for their pension as well.

This difference can also be magnified if the individual making less money takes on a new job and the new employer makes an offer based on the individual's prior earnings history.

¹ The STPCD is a statutory guidance document on the pay and conditions for teachers in England and relates to local authority maintained schools and for those staff working in academies who are subject to TUPE protections and for whom the STPCD is still applicable. However, many academies still use the national framework for their own pay policies.

GENDER PAY GAP REPORTING

In 2018, the UK government required all organisations (including schools and colleges) with 250+ employees in England, Scotland, and Wales to publish their gender pay gap and report it to the government where it would be made [publicly available](#).

In 2018, schools and academy trusts with more than 250 employees reported their gender pay gap publicly for the first time. Of the first 100 UK companies reporting the largest pay gaps, [40 were schools or academy trusts](#).

Reporting was paused in 2020 due to the pandemic and, in 2021, the deadline was extended to support organisations with reporting considering the pandemic. In 2021, this data was published on 5 October. Based on [analysis by the BBC](#) of the latest figures, the gender pay gap was largest in education², with an average of 26%.

2 Note that the education sector includes not only schools but higher education institutions and private education companies

ANALYSIS OF THE SCHOOL WORKFORCE STATISTICS 2021

The DfE provides points to consider when analysing data based on the School Workforce in England statistics:

- The published data do not consider factors such as: size of school, location of the school (London has higher pay scales), the teachers' experience, and the size of school.
- In previous years, the location of the growing number of academy schools affected the distribution of average pay statistics. Many of the first group of academy schools were in London and the south east where the pay bands are higher, and this was inflating the average pay statistics, making comparisons difficult. A change to a larger, more geographically spread group of academies and lower numbers of local authority schools will continue to affect this comparison.

The headcount and proportion of each position in 2020/21 that works full and part-time is shown in Table 1.

	All teachers	Classroom teachers	Assistant headteachers	Deputy headteachers	Other leadership*	Headteachers
Full-time	385,285	320,716	26,804	16,685	43,489	21,080
Part-time	122,802	115,096	4,365	2,060	6,425	1,281
Total	508,807	435,811	31,169	18,745	49,914	22,361
Part time proportion	24%	26%	14%	11%	13%	6%

Table 1. Headcount and proportion of each position in 2020/21 that works part-time.

*Other leadership is the deputy and assistant headteacher counts combined.

THE GENDER PAY GAP IN 2021

Looking at the latest school workforce statistics we can see that the gap in average pay increases the more senior the role becomes, with males earning on average 2.4% more at classroom teacher level but 12% more (on average) than women headteachers (Table 2).

	Male	Female	% Difference
Classroom teachers	£39,147	£38,223	2.4
Other leadership	£58,987	£55,356	6.4
Headteachers	£79,217	£70,709	11.3

Table 2. The mean averages across total state-funded schools from the SWC 2021.

However, this tells us very little about differences across the sector and whether there has been any progress in reducing the gap in recent years.

Therefore, we have attempted to further analyse the data to track trends over time, and differences across phases, roles, and structures. Given the acute issues at leadership level we have chosen to focus on these roles in the main section of the report and you can access our analysis of classroom teacher data in the appendix.

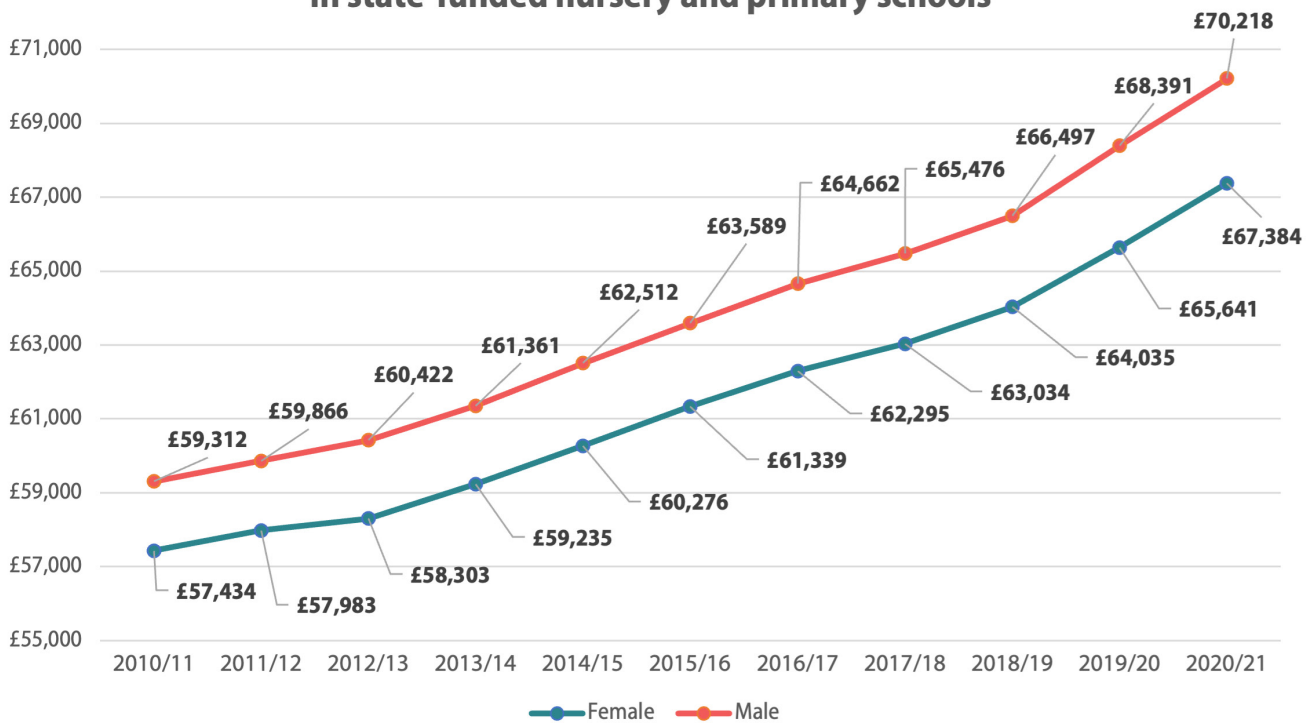
HEADTEACHERS³

PRIMARY

The analysis shows that the difference between men and women’s average pay across all state-funded nursery and primary schools has been steadily increasing since 2010/11, rising from an average gap of £1,878 in 2010/11 to £2,834 in 2020/21 (see Figure 1).

I remember when I went for my headship, I didn't know what the right scale was or what to ask for! I didn't have the confidence to ask or to challenge. So I didn't question the scale I was put onto as a new Head. Based on our discussion today [about salary gaps] and my own experience, I want to give my staff greater knowledge and the confidence to act.

Figure 1. Average headteacher pay by year in state-funded nursery and primary schools



³ To note, to facilitate chart comprehension, the Y axis on each chart does not start at £0 and may have a different starting point depending on the data it is demonstrating.

- The average gap in pay for headteachers has been consistently larger in primary academies than in LA-maintained primary schools since 2012/13.
- In primary academies the gap has continued to remain extensive since 2012/13, reaching a peak difference of £4,211 in 2014/15
 - This year's data suggests a slight closing in 2020/21, as compared to last year (dropping from £3,640 to £3,255) (Figure 2).
- Whilst the gap is smaller in LA-maintained nursery and primary schools, men and women's average pay has followed a similar trajectory since 2010/11, reaching a difference of £2,580 in 2020/21 (Figure 3). The difference continues to grow at a consistent rate in LA-maintained schools, despite the presence of a national pay framework.

Figure 2. Average headteacher pay by year in primary academies

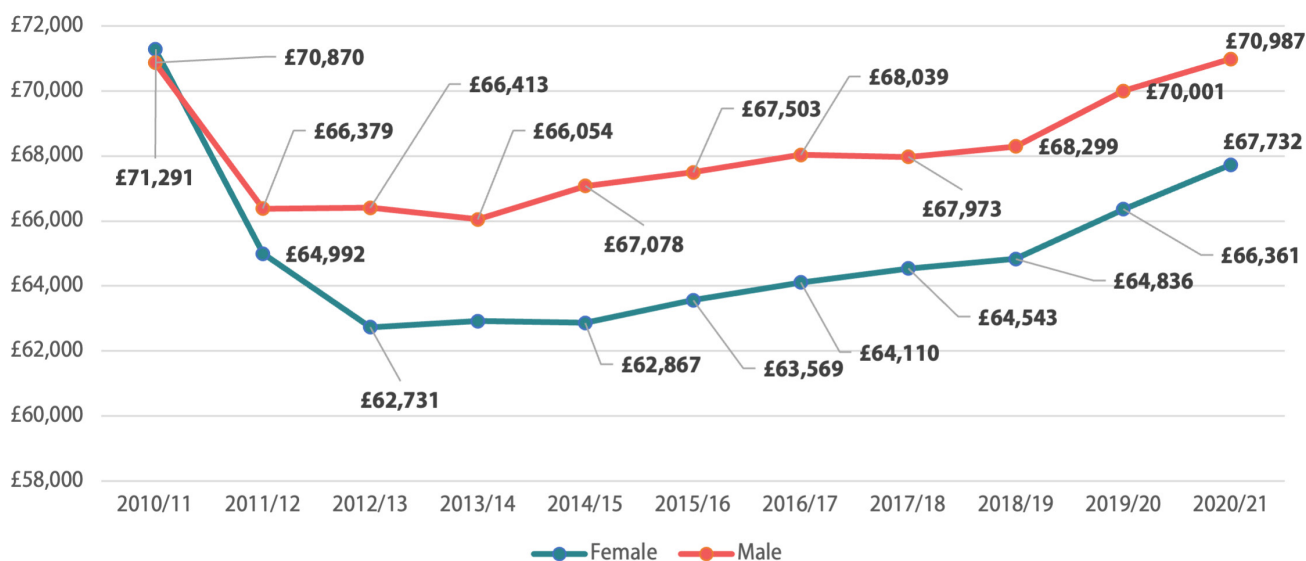
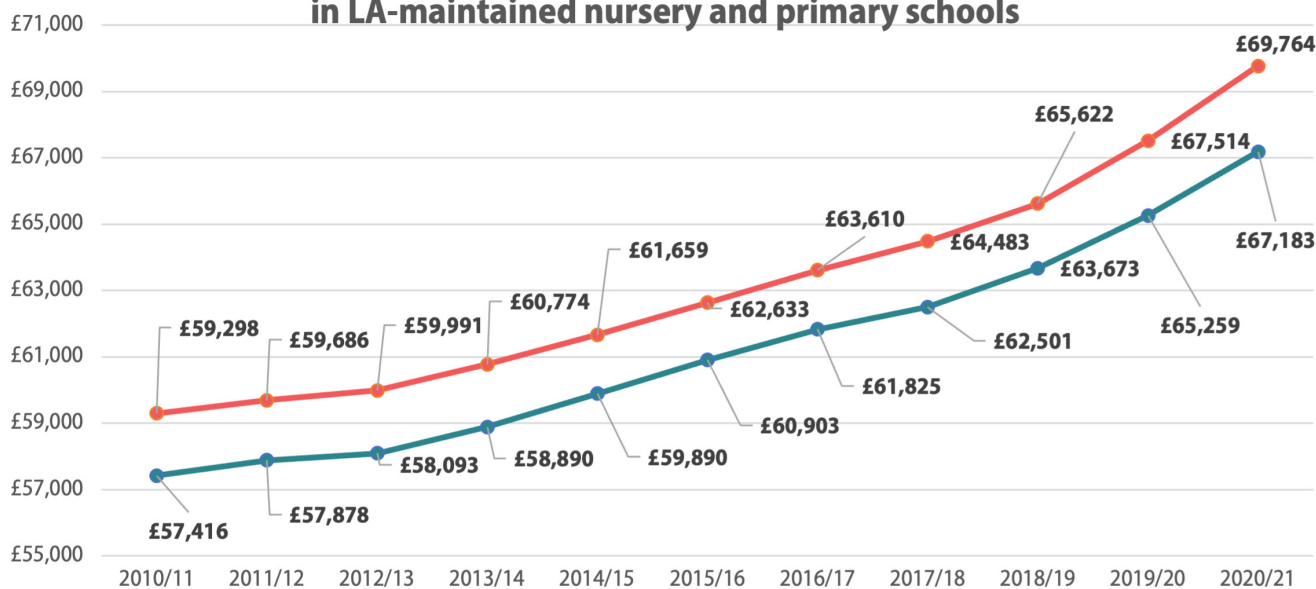


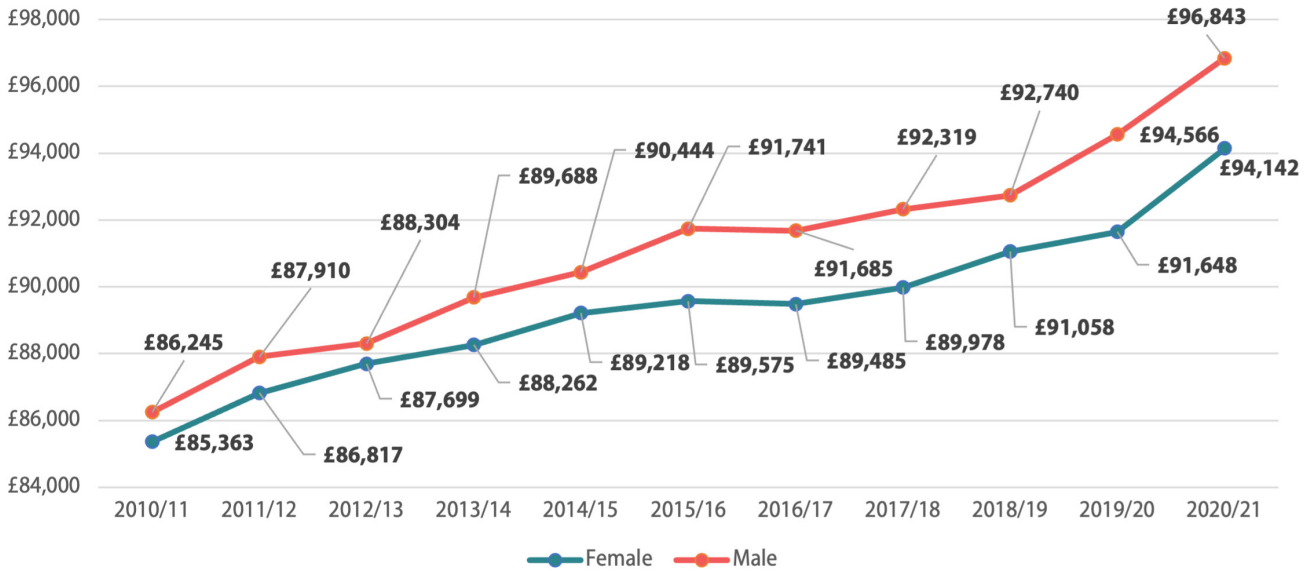
Figure 3. Average headteacher pay by year in LA-maintained nursery and primary schools



SECONDARY

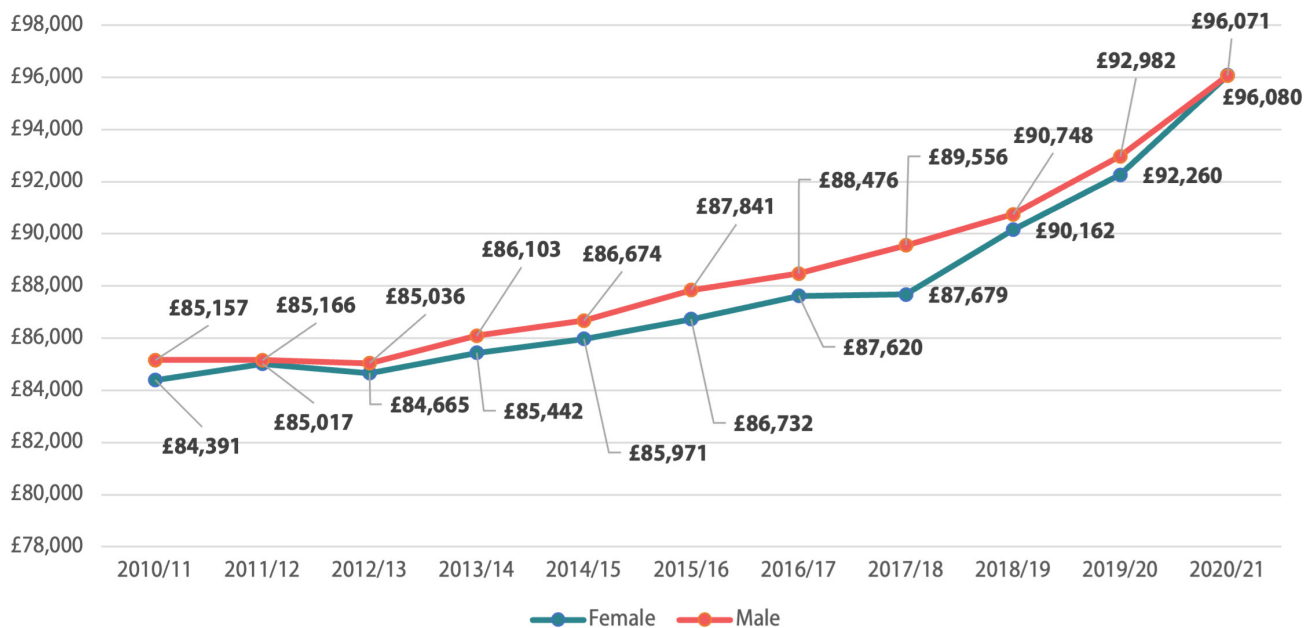
In secondary, the gap has been increasing over the last ten years, peaking in 2019/20 with an average gap of £2,917. However, there have been several small fluctuations – with the gap dropping considerably in 2018/19, before significantly increasing again in 2019/20. The gap for 2020/21 currently stands at £2,702 (see Figure 4).

Figure 4. Average headteacher pay by year in state-funded secondary schools



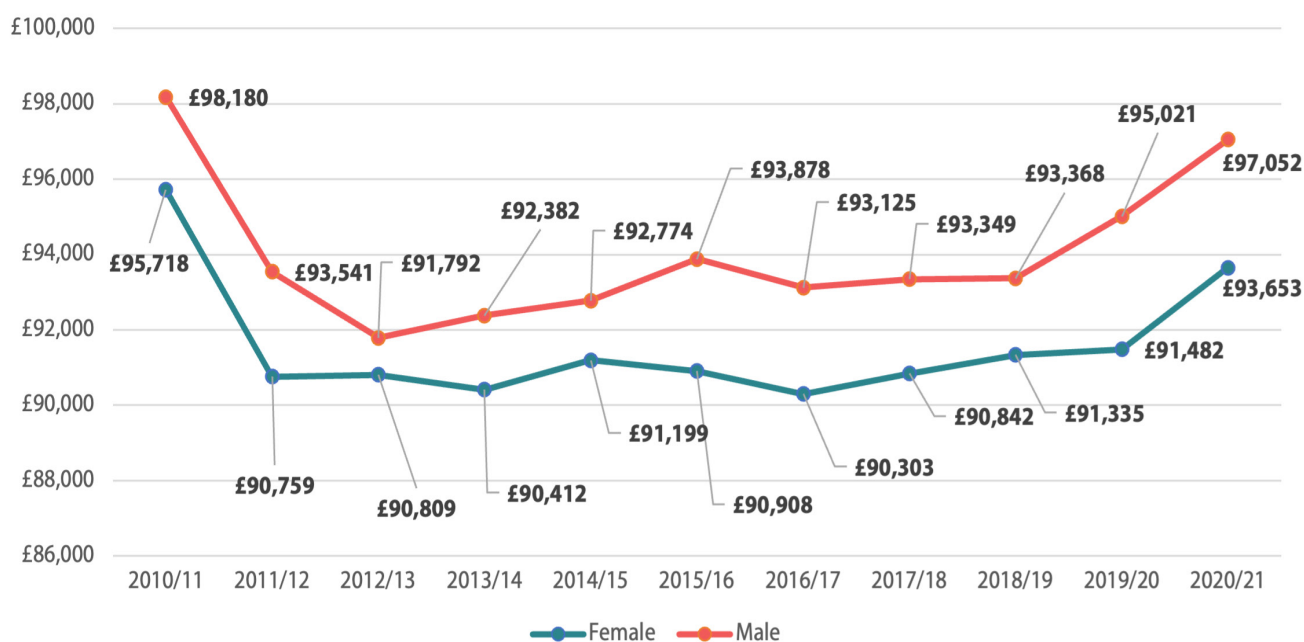
However, the differences are much starker when we break the data down by school type, with a minimal gap seen throughout the last decade in LA-maintained secondary schools – suggesting that secondary academies are driving the overall differences we see above. For the first time in the last decade, this gap went in favour of women in 2021/22 (albeit only by a £9 difference) (see Figure 5).

Figure 5. Average headteacher pay by year in LA-maintained secondary schools



The difference is much larger in secondary academies, where men earned an average of £3,399 more than their female counterparts in 2020/21 (see Figure 6). Concerningly, the last two years have seen a substantial increase in the gap, rising from an average of £2,034 in 2018/19, to nearly £3,500 in 2020/21.

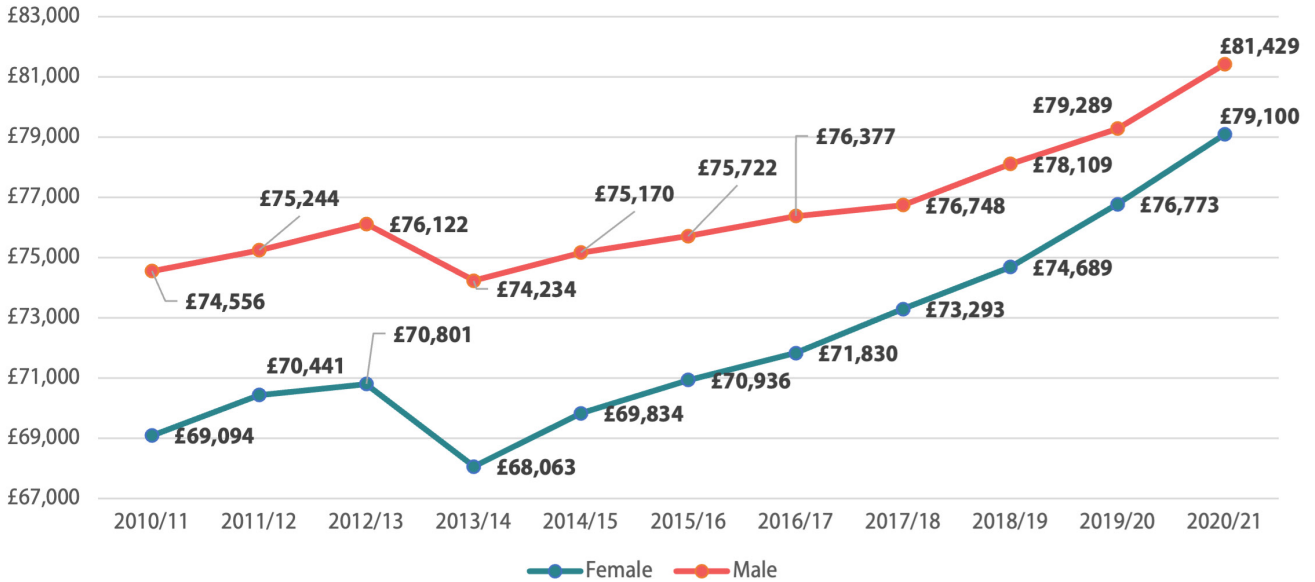
Figure 6. Average headteacher pay by year in secondary academies



SPECIAL OR PRU

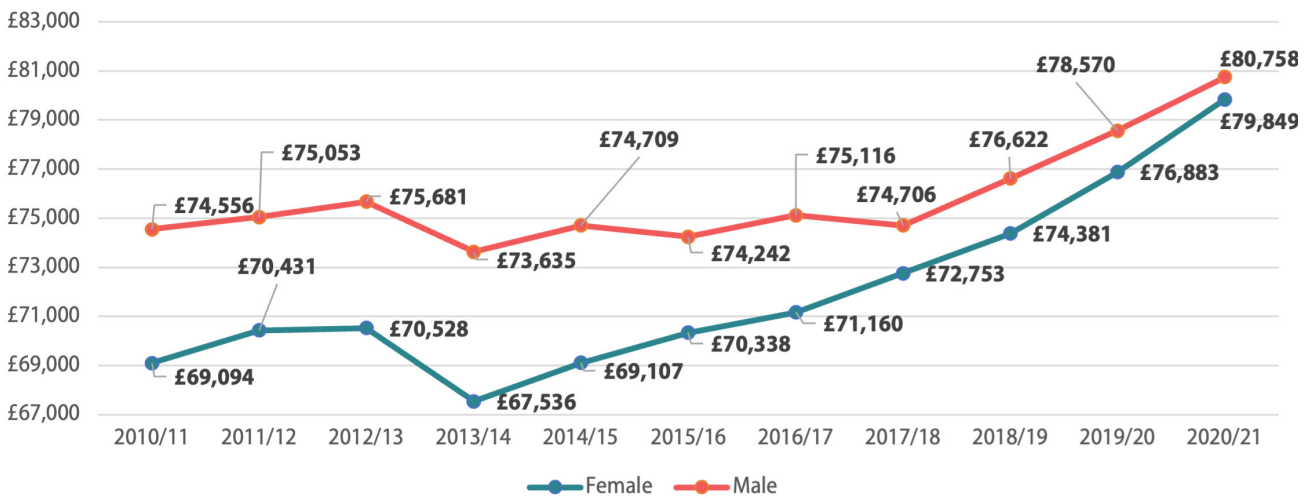
The difference between the average salary of men and women headteachers in state-funded special or PRU schools has reduced considerably over the last decade but remains at an average gap of £2,329 in 2020/21 (see Figure 7).

Figure 7. Average headteacher pay by year in state-funded special schools and PRU



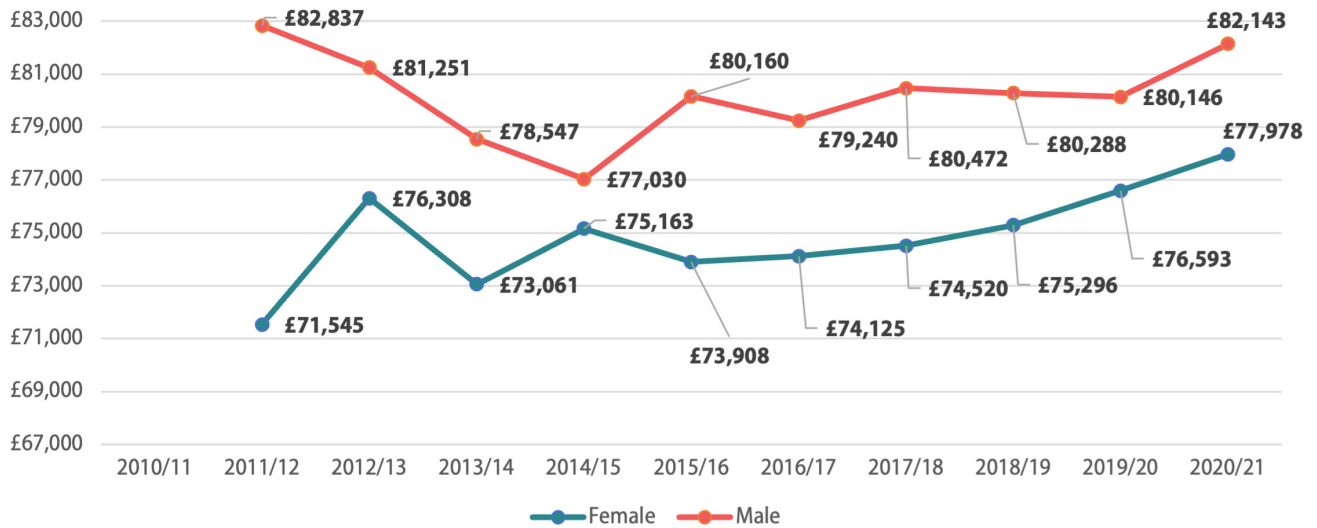
Breaking down by school phase, it appears that LA-maintained schools are driving this reduction, with a difference of £908 in 2020/21 (see Figure 8), compared to £4,165 in academies.

Figure 8. Average headteacher pay by year in LA-maintained special or PRU



The difference in average salaries in special or PRU academies has begun to grow again in 2019/20 after a short period of reduction (see Figure 9).

Figure 9. Average headteacher pay by year in special and PRU academies

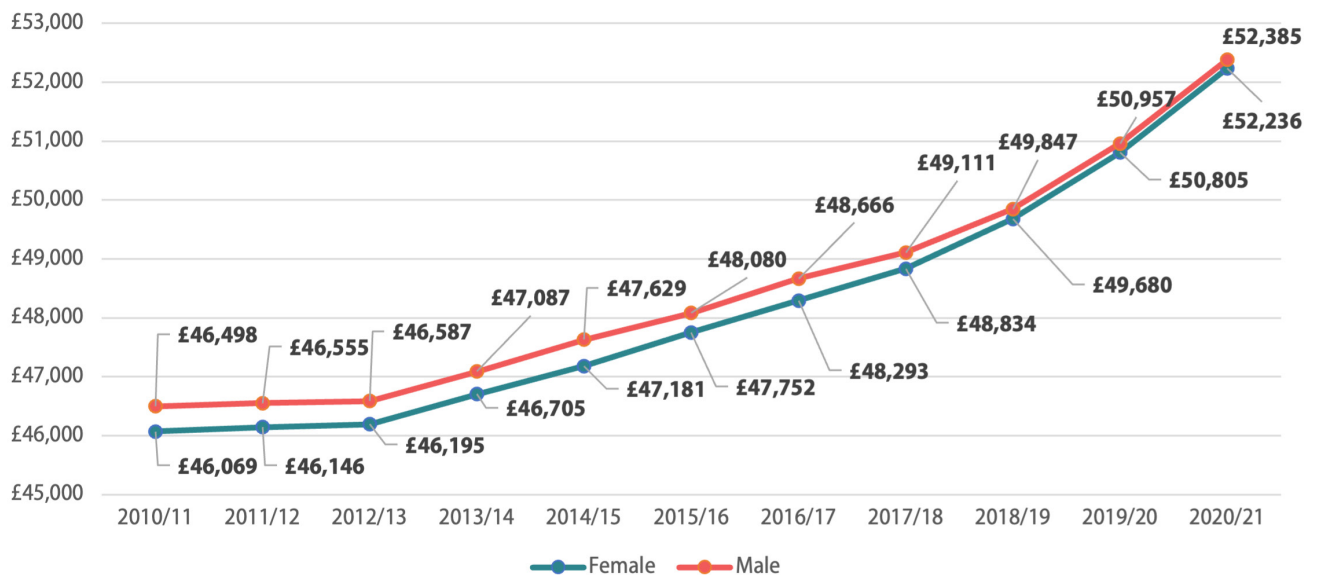


OTHER LEADERSHIP TEACHERS

PRIMARY

- Men in other leadership positions earned slightly more than women in 2020/21 in state-funded nursery and primary schools, with a gap of £148 (Figure 10).
- The gap increased to £234 when only considering LA-maintained nursery and primary schools (Figure 11. See [appendix](#)) and was £32 in primary academies (Figure 12. See [appendix](#)).

Figure 10. Average pay of other leadership staff by year in state-funded nursery and primary schools

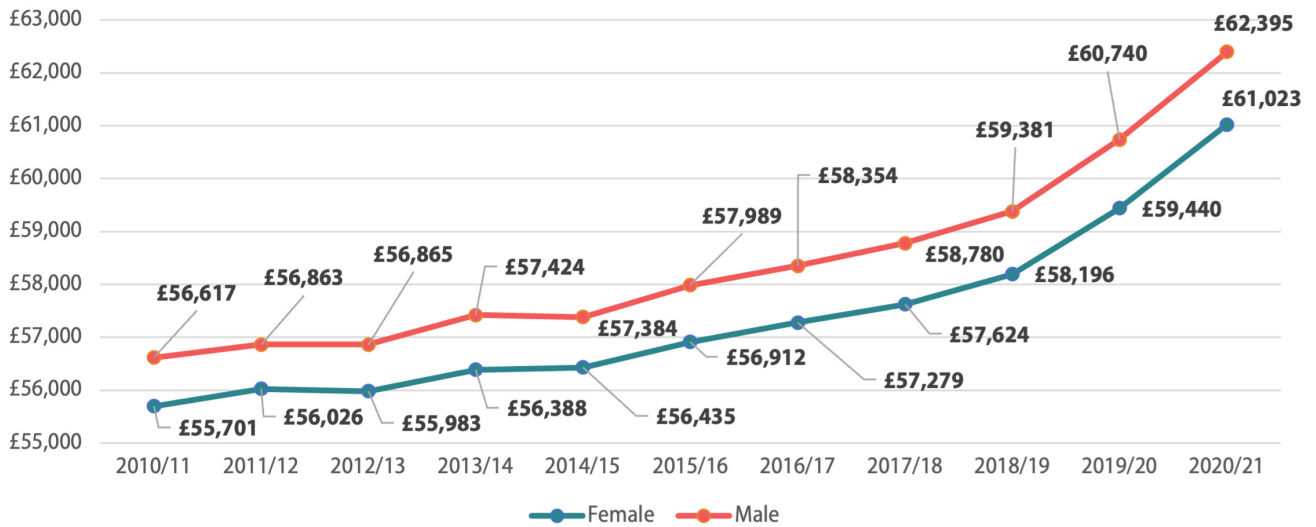


SECONDARY

The issue is most acute in secondary with a far greater gap seen for other leadership teachers; this gap has remained consistent over the last decade (Figure 13).

- In 2020/21, men earned an additional £1,372 (on average) than women.
- On average, in LA-maintained secondary schools (Figure 14. See [appendix](#)), men earned an additional £830, and an additional £1,535 in secondary academies (Figure 15. See [appendix](#)).

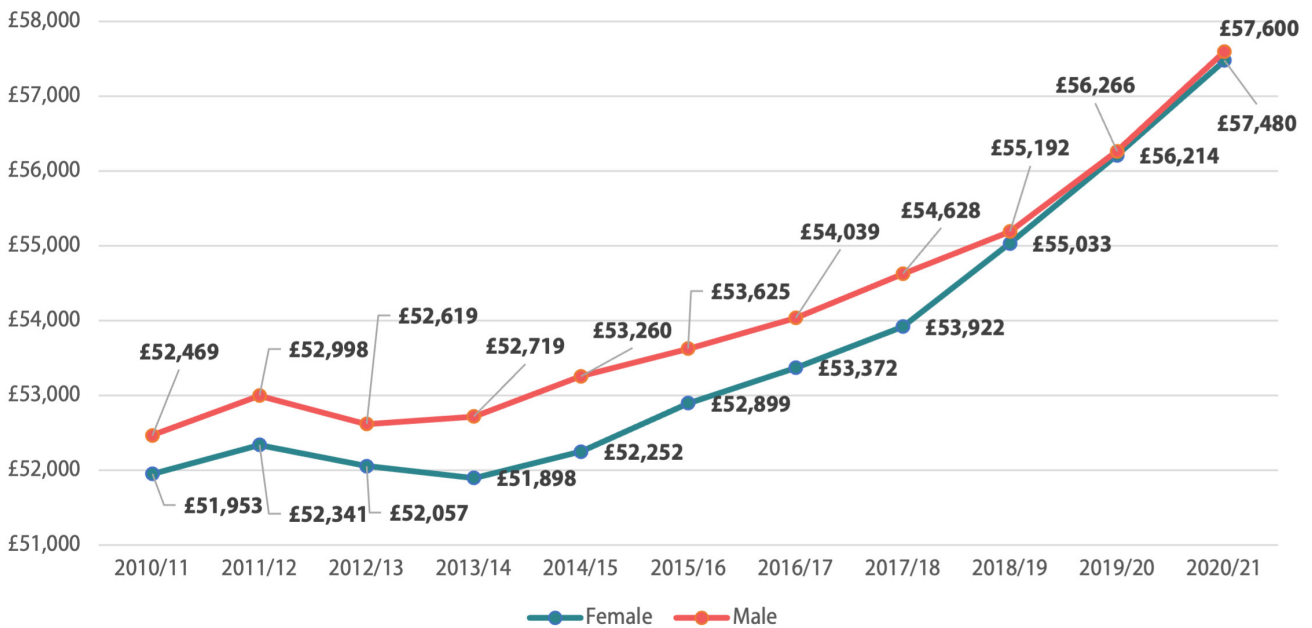
Figure 13. Average other leadership staff pay by year in state-funded secondary schools



SPECIAL OR PRU

- The gap between male and female average pay has decreased significantly since 2014/15. Whilst men consistently earned more than women at the same level in PRU or special schools, the gaps were not as large as seen elsewhere.
- In state-funded PRU or special schools, on average, men earned an additional £120 than women in 2020/21.
- On average, in LA maintained PRU or special schools (Figure 17. See [appendix](#)), men earned an additional £132, and an additional £316 in special or PRU academies (Figure 18. See [appendix](#)).

Figure 16. Average other leadership pay by year in state-funded special or PRU



PAY BY AGE

Clearly, it is important that the impact of a wide range of characteristics on the gender pay gap should also be closely examined. Unfortunately, the limitations of the available data means it is only possible to consider the interaction between age and gender in this report.

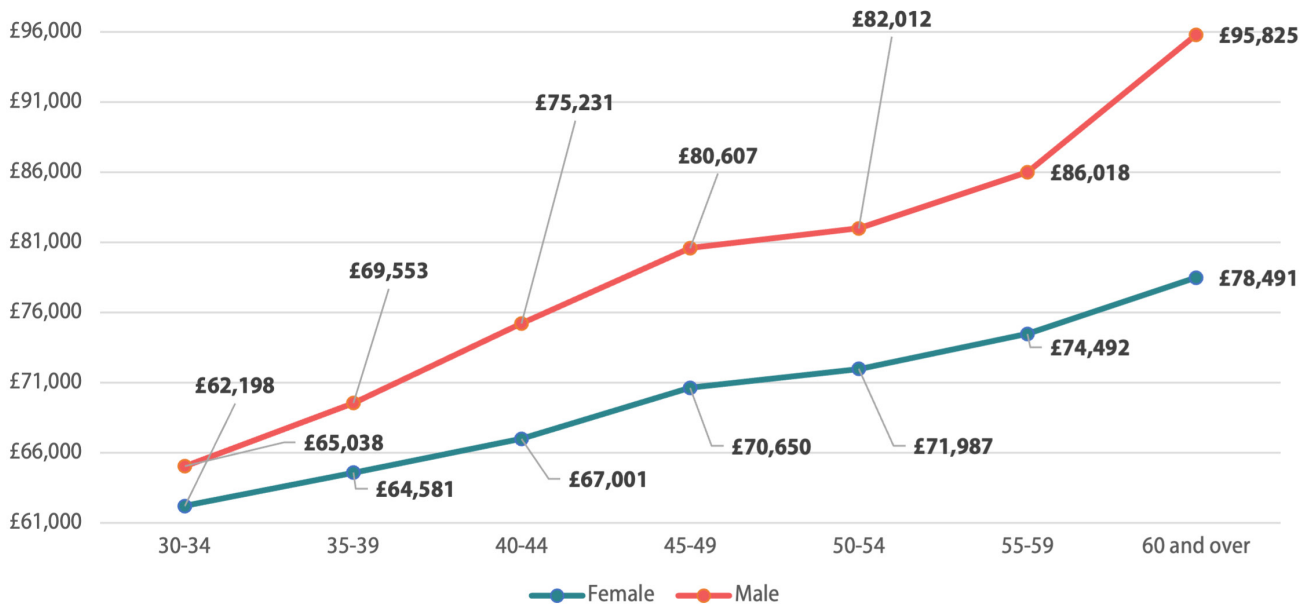
At headteacher level, across all types of state-funded school, women tend to have steadier increases in salary by age, whereas men tend to see much larger increases, particularly towards the end of their career (Table 3).

The difference by age 60 and over reaches £17,334.

2020/21	Female	Male	Difference
30-34	£62,198	£65,038	£2,841
35-39	£64,581	£69,553	£4,972
40-44	£67,001	£75,231	£8,231
45-49	£70,650	£80,607	£9,957
50-54	£71,987	£82,012	£10,026
55-59	£74,492	£86,018	£11,526
60 and over	£78,491	£95,825	£17,334

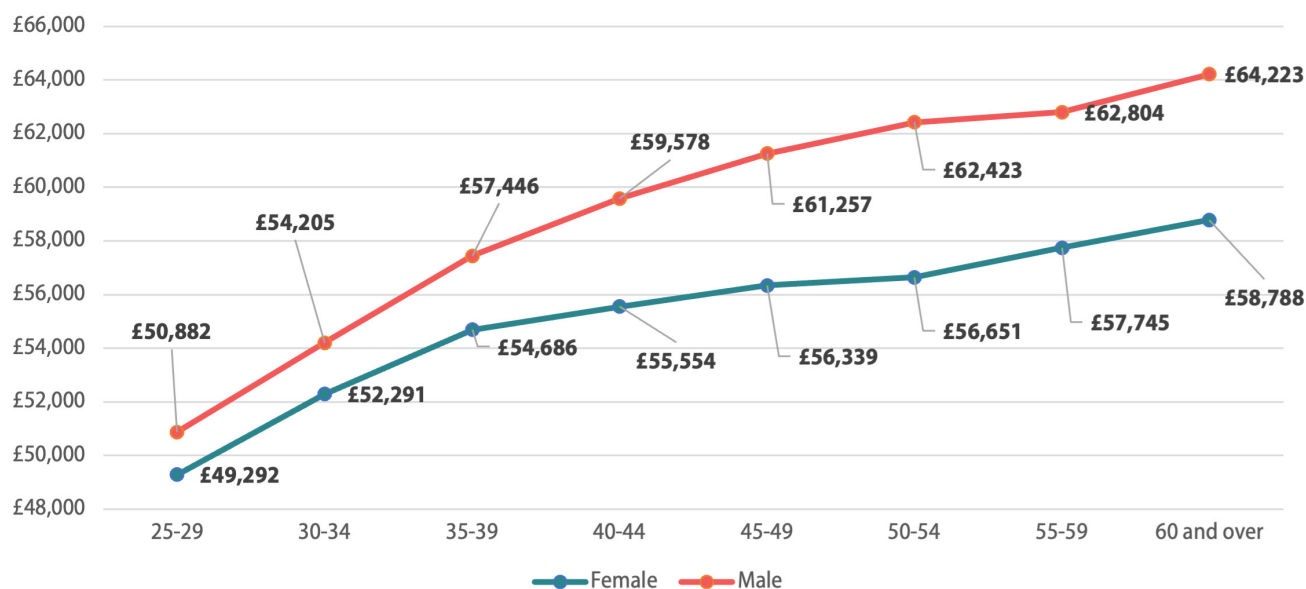
Table 3. Average headteacher pay, across all types of state-funded school, by age and gender

Figure 19. Average headteacher pay by age in all state-funded schools



A similar pattern is seen at the other leadership level, although the salary difference is not quite as large. The divergence point is at age 35-39, with the difference between average salaries between men and women almost doubling from £2,760 at 35-39 to £4,024 at age 40-44 (Table 4).

Figure 20. Average other leadership pay by age in all state-funded schools

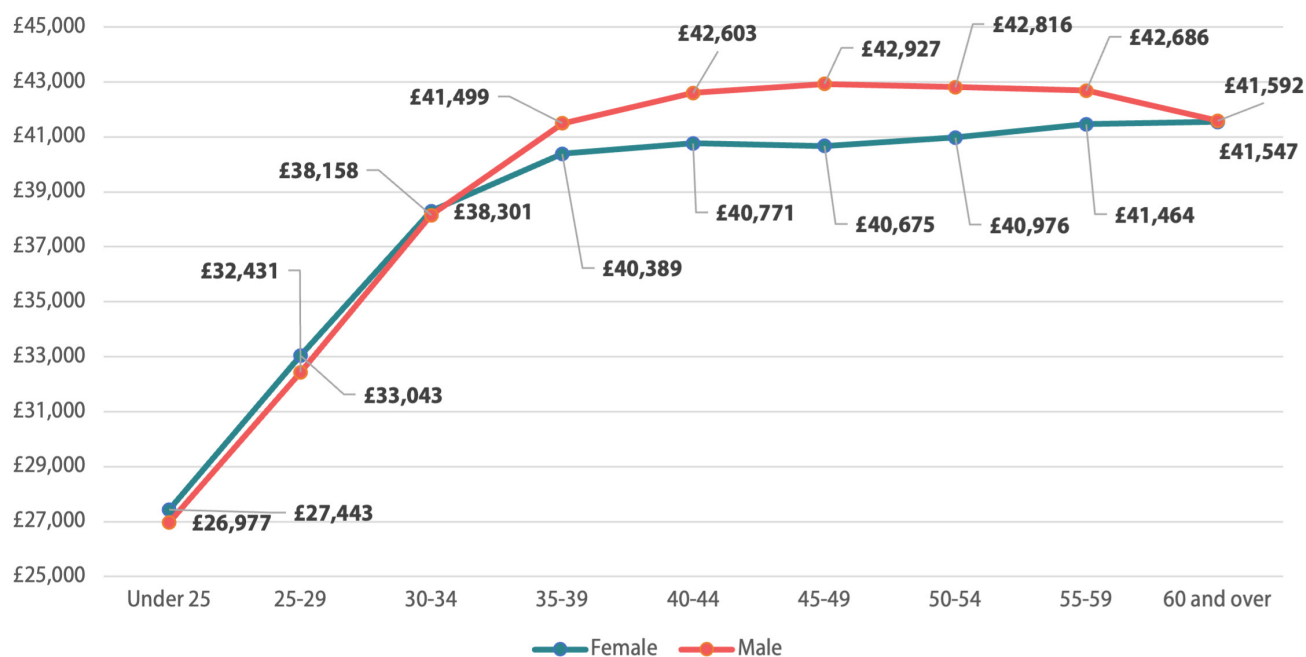


2020/21	Female	Male	Difference
25-29	£49,292	£50,882	£1,589
30-34	£52,291	£54,205	£1,914
35-39	£54,686	£57,446	£2,760
40-44	£55,554	£59,578	£4,024
45-49	£56,339	£61,257	£4,918
50-54	£56,651	£62,423	£5,772
55-59	£57,745	£62,804	£5,058
60 and over	£58,788	£64,223	£5,435

Table 4. Average 'other leadership' pay, across all types of state-funded school, by age and gender

For classroom teachers, salaries are almost equal until aged 30-34, at which point men begin to earn more than women. The greatest difference is at age 45-49, when men earned on average £2,253 more than women of the same age. At this point, the difference gradually reduces again to an almost equal salary by aged 60 and over (Table 5).

Figure 21. Average classroom teacher pay by age in all state-funded schools



Average classroom teacher pay, pay, across all types of state-funded school, by age and gender

2020/21	Female	Male	Difference
Under 25	£27,443	£26,977	-£467
25-29	£33,043	£32,431	-£612
30-34	£38,301	£38,158	-£143
35-39	£40,389	£41,499	£1,110
40-44	£40,771	£42,603	£1,833
45-49	£40,675	£42,927	£2,253
50-54	£40,976	£42,816	£1,840
55-59	£41,464	£42,686	£1,222
60 and over	£41,547	£41,592	£46

Table 5.

WHAT IS MISSING?

The changing school landscape and structures have also resulted in a range of new roles including Executive Headteachers, CEOs and Heads of School, which are not currently captured effectively as part of the school workforce census. As the critical source of information on the school workforce, it is disappointing that there is no specific, separate mention of Executive Leaders in the data; rather they are aggregated with headteachers who will perform a very different role. Creating new categories would help us to refine the comprehensive data as evidenced above and would support clarity of policy recommendations. **This must be addressed to reflect the current range of leadership roles in schools.**

The Confederation of School Trusts has undertaken the first salary survey of [Executive Leadership roles in School Trusts](#). 121 trusts took part with the sample size consisting of 1,264 senior roles. Women CEOs earned 88.9% of the salary of men with women Executive Heads earning 84.4% of the salary of men. It would be valuable if subsequent analysis included a focus on addressing the gender pay gap across academies.

Whilst we are not suggesting “a race to the top”, it is worth noting that analysis carried out by Schools Week this year showed only one woman in the [most highly paid 20 CEOs](#).

In addition, as well as the lack of data regarding the remuneration of support staff, there is extremely [limited information](#) collected to recognise the range of school business leadership roles in schools. This means this section of the workforce is poorly analysed and understood. The Department needs to collect separate data on school business leaders and allow comparable information to be available as is the case for other leadership roles.

It has also not been possible to analyse the census data in terms of additional pay gaps amongst underrepresented teachers and leaders with other protected characteristics such as ethnicity, sexual orientation, or disability, due to either the limited data available or the way the data is grouped.

Such data, alongside exploring whether there is an ethnic pay gap in education, would be invaluable in ensuring support for a more diverse educational leadership which is paid equitably.

WHAT CONTRIBUTES TO THE GENDER PAY GAP?

The gender pay gap is a longstanding phenomenon and its causes are complex; this applies regardless of sector. Social pressures and norms influence gender roles and often shape the types of occupations and career paths which men and women follow, and therefore their level of pay.

“Sticky Floors and Glass Ceilings”

Recent research by the [OECD](#) suggests that, on average, “sticky floors”, related to social norms, gender stereotyping and discrimination, account for 40% of the gender wage gap, while the “glass ceiling” related to phenomena such as the ‘motherhood penalty’ accounts for around 60%.

At the current rate women’s representation in [secondary] headship will not match their representation in the teaching workforce before 2040.

Kay Fuller, 2014

WOMEN ARE UNDER-REPRESENTED IN SENIOR LEADERSHIP POSITIONS

Whilst women make up the majority of the education workforce, they remain under-represented in senior leadership positions.

In primary, men are present at senior level at a ratio of almost 2:1 of their representation at teaching level; whilst just 13% of teaching staff are male, 26% of headteachers are male, based on the latest School Workforce statistics.

A similar picture emerges in secondary; 34% of classroom teachers are male increasing to 60% for headteachers (Table 6).

	Classroom teacher		Other leadership		Headteachers	
	Women	Men	Women	Men	Women	Men
Primary	87%	13%	82%	18%	74%	26%
Secondary	66%	34%	54%	46%	40%	60%
Special or PRU	76%	24%	71%	29%	62%	38%

Table 6. Analysis of the proportion of men and women in each phase and job role in 2020/21, in state-funded schools.

This is alongside [evidence from the Department for Education](#), which suggests that, not only are men overrepresented in senior leadership positions, they also reach senior positions faster than women.

Not only are women less likely to progress into senior leadership, for those that do, it will typically take them longer to do so than their male counterparts.

WOMEN ARE MORE LIKELY TO MANAGE CARING RESPONSIBILITIES

Career breaks in teaching can have a negative impact on pay and career progression which can be a particular issue for female teachers on maternity leave.

One of the largest demographic of teachers leaving the workplace is women with between 8 and 17 years of experience who are “the colleagues who can provide models of excellence” (Turner, 2020: 27). The perception that a teaching career is not compatible with family life contributes to such departures (Marsh, Derbyshire, 2019). Those who work reduced hours, currently more likely to be women, are disproportionately impacted which particularly affects feminised workforces such as education. Recent research from NFER suggests that “part-time teaching is most prevalent among women in their [late 30s and early 40s](#)” and, additionally, about a [third of women teachers](#) in their fifties work part-time which may reflect the impact of caring responsibilities. This suggests women might face a double salary hit, once if they have children and once if they support elderly parents.

SYSTEMIC ISSUES

Many factors within pay systems lead to inequalities. For example, individuals being appointed to different points on the pay scale; different job and grade titles for virtually the same jobs; men having disproportionate access to bonus earnings; performance-related pay being unfairly awarded; women not receiving the same access to learning opportunities; sex bias in analytical job evaluation schemes grading women’s jobs lower.

Alongside this there have been substantial changes to the pay framework, the School Teachers Pay and Conditions Document, including the removal of mandatory pay points and pay portability and the introduction of performance-related pay.

“To move the dial on equalising pay, we need to debias systems, not people.”

Iris Bohnet, Academic Dean and Roy E. Larsen Professor of Public Policy, Harvard Kennedy School, Director, Women in Public Policy Program, Harvard Kennedy School

Evidence from the European Commission and the [Equality and Human Rights Commission](#) suggests that the introduction of competitive performance-related pay (PRP) is making the gender pay gap worse.

Despite numerous calls from the STRB for an equality impact assessment considering these significant changes to the pay framework, the Department has thus far failed to undertake this.

It is a serious matter... that these issues [of equalities] continue to be raised and their enduring nature increasingly risks undermining the credibility of the pay process more widely (STRB, 31st report)

STEREOTYPES AND BIASES

Stereotypical responses are inherent in all societies and are a way to respond to an information gap about people and situations. Bias, whether conscious, inherent, or unconscious, can affect important processes which influence promotion and pay decisions, all of which can affect the gender pay gap. Examples include writing recruitment advertisements; interviewing candidates; returning to school after a career break; requesting flexible working; performance-related pay decisions; negotiating salary or work patterns.

Research has shown that stereotypes can posit men as agentic and [women as communal](#), and that words suggesting agentic appeal in job advertisements can lead to less '[job interest among women](#)'. In leadership job advertisements, the words and phrases that lead to [inequality](#) need to be understood as such language can facilitate the [maintenance of inequality](#). Performance-related evaluations can send subtle messages to women that [leadership is not for them](#).

Male Heads in our Trust earn more than me, even though I am an Inner London leader, and they lead schools outside! I used to think it was ok, 'I'm not about the money'. This is now grating on me, and I want to take the next step in challenging this.

CHANGE COMES BY SPARKING NEW CONVERSATIONS

To raise awareness throughout the sector means sparking new conversations. These can be both formal and informal, such as through a network like ASCL Women Leaders' Network or through WomenEd events and campaigns.

One example shared at a recent roundtable sparked discussion around how limited understanding crosses over between the gender pay gap, legal frameworks, and how change does or does not happen. In the recruitment process it is not acceptable to ask certain questions, yet where they remain endemic, it is up to us to challenge.

Do application forms ever ask women about dependents or in interviews are woman asked about whether they have children?

I don't believe they are allowed to under [the] Equality Act.

We never ask that of either women or men.

However, I think lots [of] interviews do this and I wonder what the impact is on the gender pay gap?

How can we 'train' women to challenge these questions?

I think if anyone asked me that in an interview it would be an indicator that it was not a culture I wanted to be part of!

I completed a reference recently that asked how many absence days over the past 12 months had been due to children. I didn't respond to the question, but surely that shouldn't be asked?

They shouldn't as far as I am aware, and it has the potential for gender discrimination.

The conversation is a great example of the experience of school leaders balancing the legal issues with aspects of recruitment processes that are inherently biased or openly discriminatory; these must be discussed.

MOVING FORWARD



We need to ensure that we are effectively recruiting, retaining, and supporting women to move into leadership in our schools and trusts. This must be underpinned by ensuring that women teachers and school leaders are valued appropriately and remunerated equitably for the work that they do. We look forward to the conversations and debate sparked by this report and to work collaboratively to reduce the gender pay gap in education.

REFERENCES

Marsh, H. and Derbyshire, C. (2019) 'Flexing Our Schools' in V. Porritt and K. Featherstone (eds), 10% Braver: Inspiring WomenEd to Lead Education. London: Sage.

Turner, E. (2020) Let's Talk About Flex: Flipping the flexible working model for education. Woodbridge: John Catt Educational Ltd.

FURTHER READING

- [Closing the gender pay gap: Equality and Human Rights Commission](#)
- [Equality, Diversity and Inclusion amongst Academy Trust CEOs](#)
- [How Diversity and Inclusion Matter: Mckinsey, 2020](#)
- [Women in the Workplace 2021: Mckinsey, 2021](#)
- [Being 10% Braver: WomenEd](#)
- [Reducing the Gender Pay Gap: WomenEd](#)
- [Bridging the gap? An analysis of gender pay gap reporting in six countries](#)
- [Women in School Governance: NGA, November 2021](#)

CONTACT US



The Association of School and College Leaders (ASCL) is the leading professional association and trade union for all school, college and trust leaders. We are proud to support and represent more than 21,000 leaders of primary, secondary and post-16 education from across the UK. Our members are responsible for the education of more than four million young people and children. We work to shape national education policy, provide advice and support to our members and deliver first-class professional development.

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NAHT represents more than 34,000 school leaders in early years, primary, secondary and special schools, making us the largest association for school leaders in the UK. Our members are headteachers, deputies, assistants and school business managers. We provide representation, advice and training for school leaders in England, Wales and Northern Ireland. We use our voice at the highest levels of government to influence policy for the benefit of leaders and learners everywhere. Our new section, NAHT Edge, supports, develops and represents middle leaders in schools.

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The NGA is an independent charity that aims to improve the educational standards and wellbeing of young people by increasing the effectiveness of governing boards. We are expert leaders in school and trust governance, providing information, advice and guidance, professional development and e-learning. We are a membership organisation, representing the views of governors, trustees and governance professionals at a national level and work closely with, and lobby, UK government and educational bodies.

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WomenEd connects, supports and empowers aspiring and existing women leaders in global education. Reducing the gender pay gap is one of our four campaigns which we address through events organised by our network teams, blogs, publications and partnerships. Drawing on our expertise in the gender pay gap, we can support organisations to review and develop an action plan and tangible solutions.

Contact: Vivienne Porritt womenedleaders@gmail.com | womened.org

APPENDIX

OTHER LEADERSHIP TEACHERS

Figure 11. Average pay of other leadership staff by year in LA-maintained nursery and primary schools

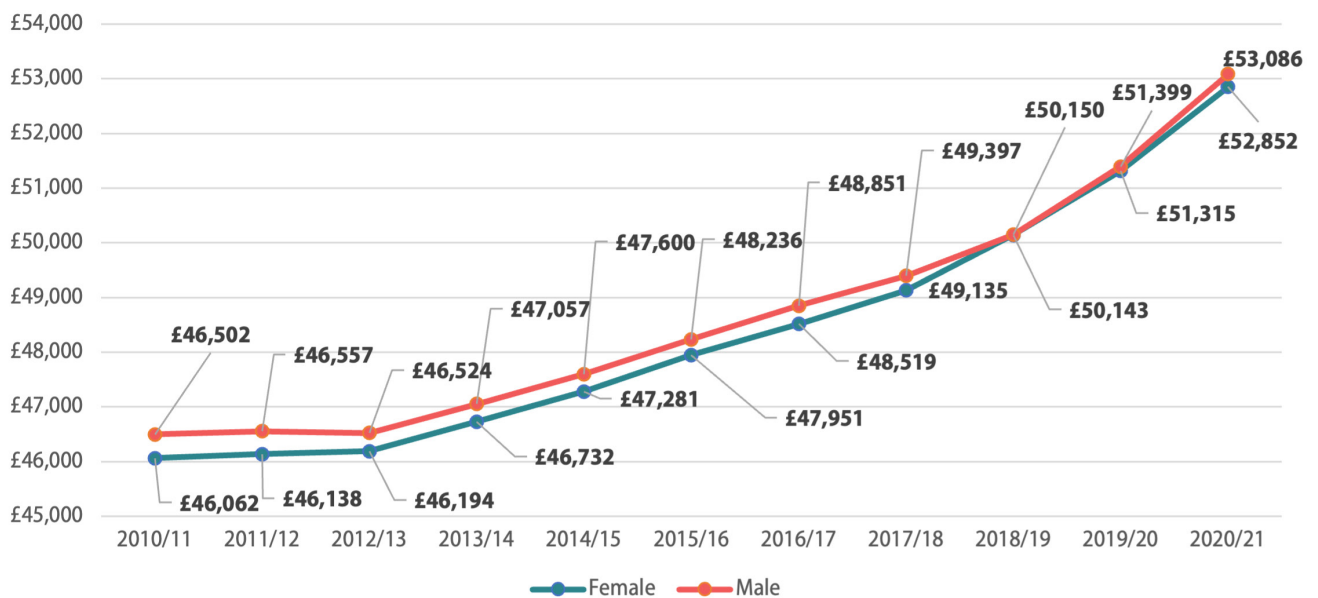


Figure 12. Average pay of other leadership staff by year in primary academies

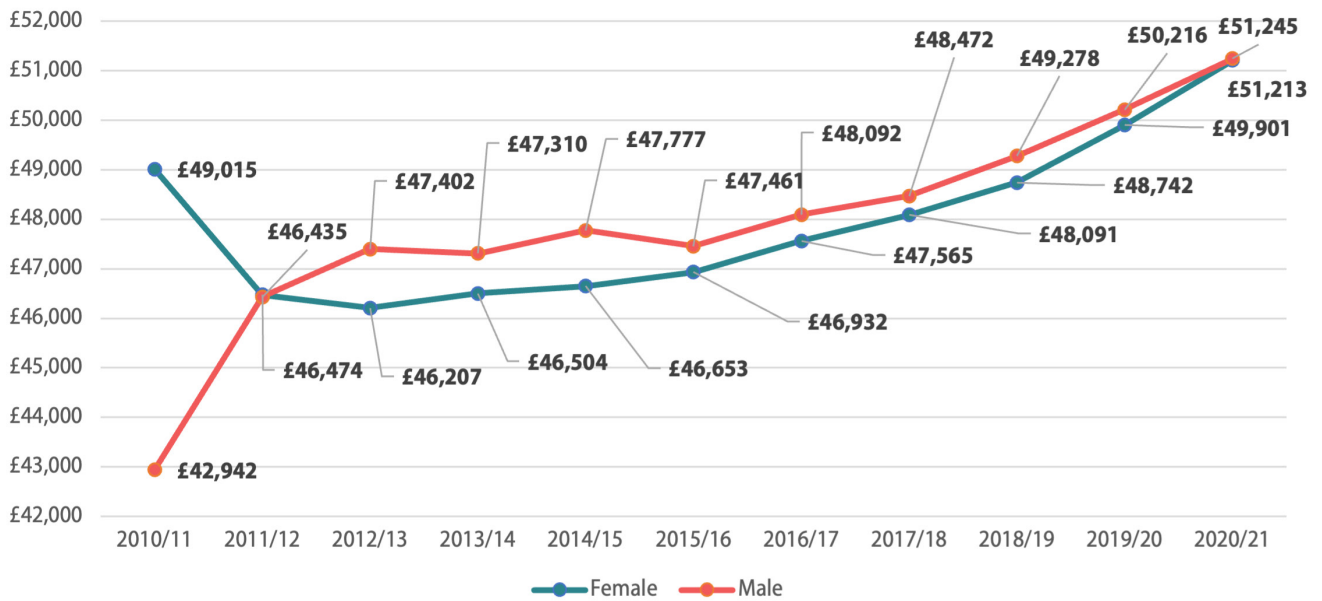


Figure 14. Average other leadership staff pay by year in LA-maintained secondary schools

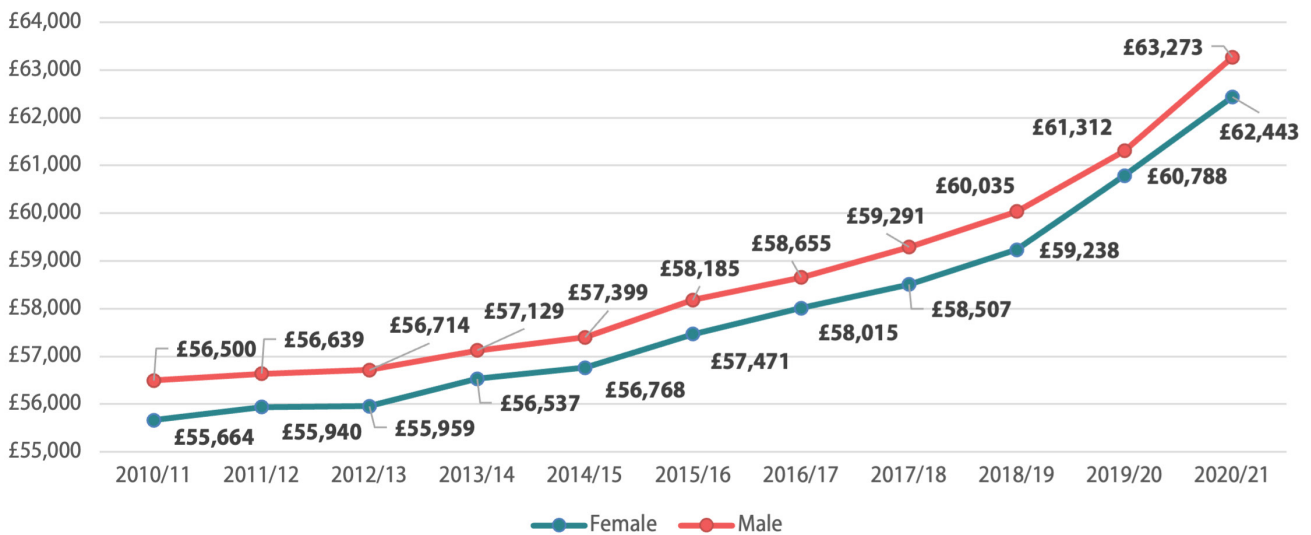


Figure 15. Average other leadership staff pay by year in secondary academies

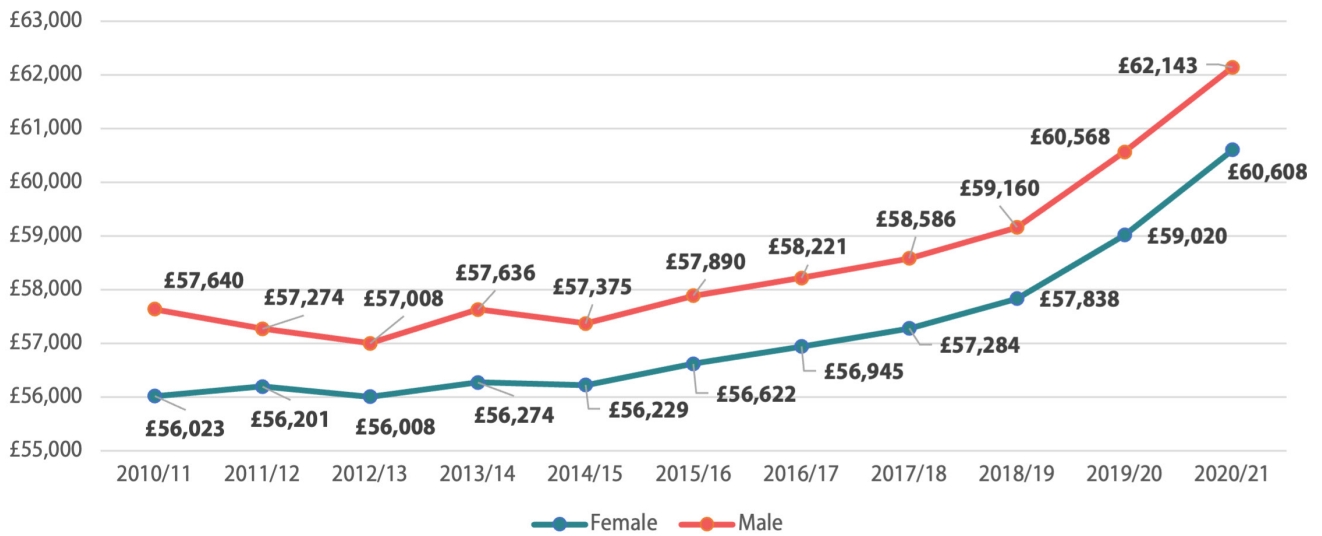


Figure 17. Average other leadership pay by year in LA-maintained special or PRU

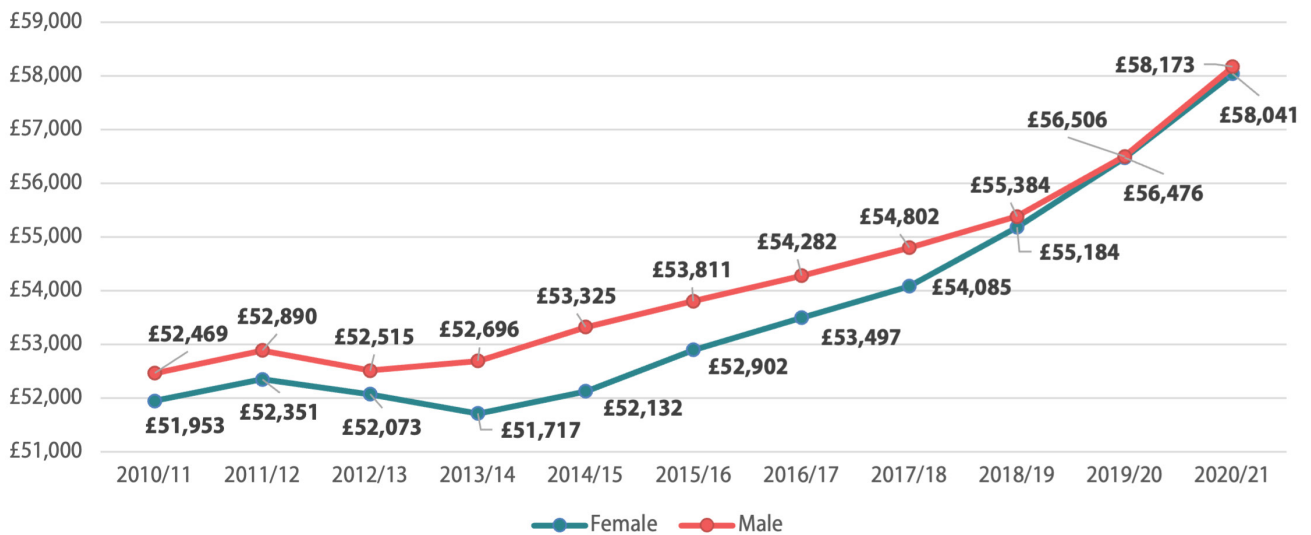
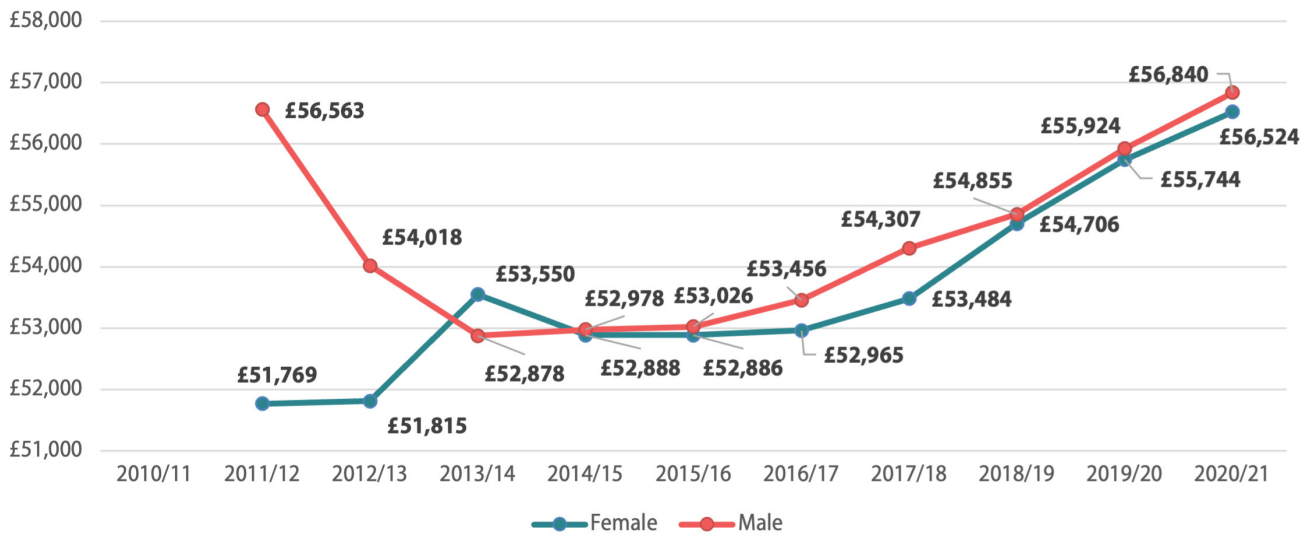


Figure 18. Average other leadership pay by year in special or PRU academies

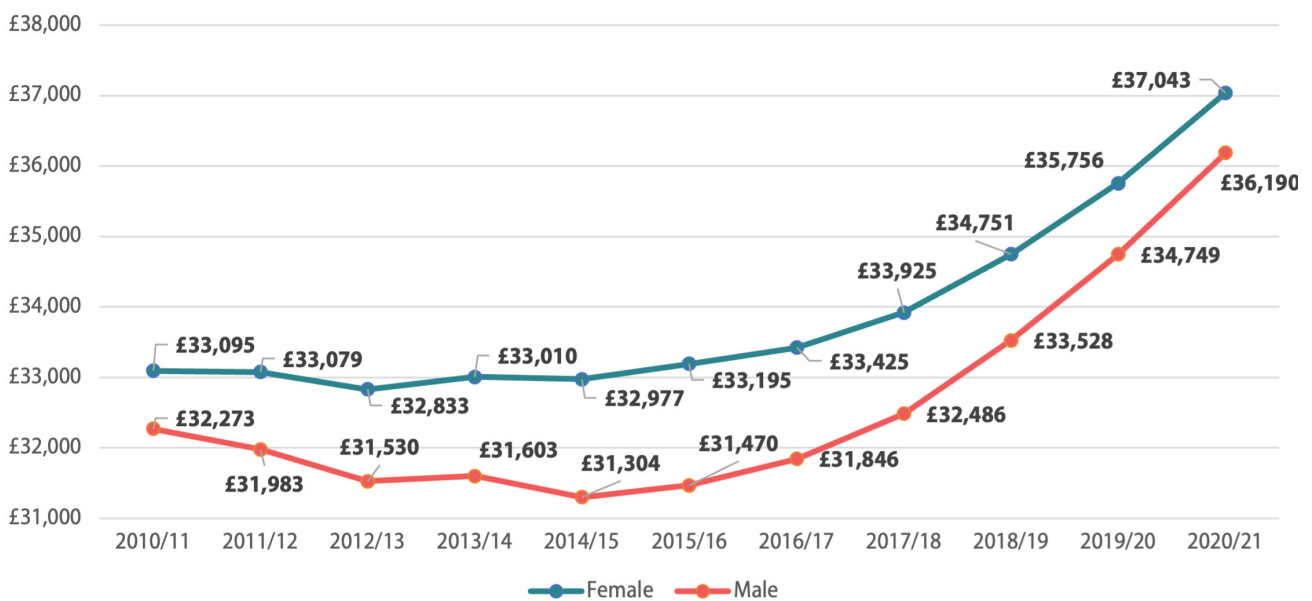


CLASSROOM TEACHERS

PRIMARY

- On average, in all primary school types, females earned more than males at classroom teacher level. The gap has decreased year-on-year since 2015/16.
- In state-funded nursery and primary, females earned an average additional £853 in 2020/21.
- In LA-maintained nursery and primary schools, the gap was £799, and in primary academies it was £892.

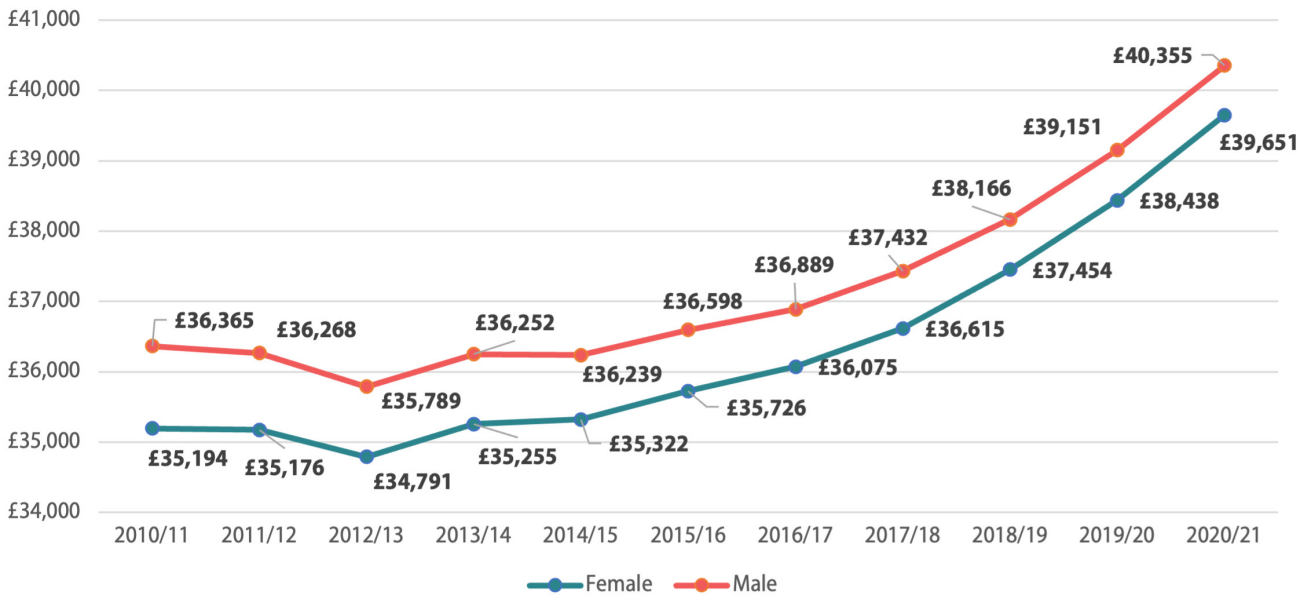
Figure 22. Average classroom teacher pay by year in state-funded nursery and primary schools



SECONDARY

- Males earn more than females in all types of secondary schools at classroom teacher level, with the gap remaining broadly stable.
- In 2020/21, males earn an additional £704 a year than females across all state-funded secondary schools.
- In LA-maintained secondary schools, males earn an additional £756, and in secondary academies an additional £692.

Figure 23. Average classroom teacher pay by year in state-funded secondary schools



SPECIAL OR PRU

- Females earned slightly more than males in every type of special school and PRU at classroom teacher level, with the gap reducing since 2015/16.
- In state-funded special schools or PRUs for classroom teachers, on average, females earned an additional £137 in 2020/21.
- On average, females earned an additional £28 in LA-maintained special or PRUs and in special or PRU academies an additional £215.

Figure 24. Average classroom teacher pay by year in state-funded special or PRU

