

Cheviot Learning Trust

Cheviot Learning Trust educates 5476 students and has 750 members of staff across 18 schools within Northumberland. This report details a snapshot of our organisation's gender pay data as of 31 March 2025.

Gender Pay Gap Reporting

From 2017 onwards, any UK organisation employing 250 or more employees has to publicly report on its gender pay gap in six different ways: the mean and median gender pay gaps; the mean and median gender bonus gaps; the proportion of men and women who received bonuses, and the number of men and women according to quartile pay bands.

The gender pay gap shows the difference in the average earnings between all men and women in an organisation. The mean gender pay gap is the difference between the mean hourly rate of pay of male full-pay relevant employees and that of female full-pay relevant employees.

The median gender pay gap is the difference between the median hourly rate of pay of male full-pay relevant employees and that of female full-pay relevant employees.

Gender pay gap reporting does not mean that organisations have to report on equal pay. Equal pay is about differences in the actual earnings of men and women doing equal work. Cheviot Learning Trust is an equal pay employer.

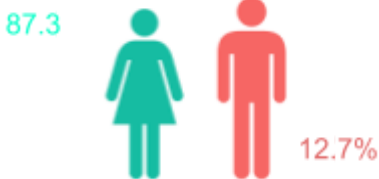



The Trust Pay Policy follows national pay and conditions for teaching staff and associate staff as well as using a local authority job evaluation scheme. These measures ensure that men and women are paid equally for doing the same job within the Learning Trust.

Publishing gender pay gap data on an annual basis will help employers, including ourselves, to see where action to close the gender pay gap is most needed. The challenge in our organisation and across Great Britain is to eliminate any gender pay gap.

The Trust does not operate a bonus scheme therefore there is no data to publish for staff bonuses.

Our Gender Gap Pay results

The table below shows the percentage of men and women in each hourly pay quarter.

<p>Quartile 1 - includes all employees whose standard hourly rate places them at below the lower quartile</p> 	<p>Quartile 2 - includes all employees whose standard hourly rate places them above the lower quartile but at below the median</p> 
<p>Quartile 3 - includes all employees whose standard hourly rate places them above the median but at or below the upper quartile</p> 	<p>Quartile 4 - includes all employees whose standard hourly rate places them above the upper quartile</p> 
Grand Total % female staff 79.4%	Grand Total % male staff 20.6%

	Female Staff	Male Staff	GAP
Mean (average) gender pay gap using hourly pay	£25.93	£31.18	16.84%
Median gender pay gap using hourly pay	£25.19	£30.61	17.7%

Supporting narrative

The Trust is confident that men and women are paid equally for equivalent roles and that our gender pay gap does not stem from paying men and women differently for the same work. Our gender pay gap reflects the roles that men and women occupy within our organisation and the salaries attached to those roles.

The Trust employs a predominantly female workforce across all schools and pay quartiles, with 79.4% of staff being female and 20.6% male. This is consistent with national trends in education, particularly in primary schools, where women are more likely to teach and hold roles in cleaning, catering, office administration, and teaching assistant positions.

The distribution of men and women across pay quartiles shows that men are more represented in some higher-paid roles, such as leadership and certain technical or caretaking roles, while women remain highly represented in lower-paid roles. This is reflected in the higher proportion of women in the first and second quartiles and the smaller proportion of men in these roles.

Because the Trust employs more women overall, even small changes in the number of male staff can have a noticeable impact on the gender pay gap. For example, increases in male representation in roles traditionally held by women, or movement of staff into higher-paid roles, could influence the mean pay gap.

The staffing structures within the schools have remained broadly stable over the past 12 months, and the data continue to show that any gender pay differences are driven by the distribution of roles rather than unequal pay for equivalent work.

The table below shows a breakdown by role across the Trust.

Role	Manual		Office		Leadership		Teaching Asst		Teacher	
	F	M	F	M	F	M	F	M	F	M
Q1	79.7%	20.3%	95.7	4.3%	-	-	90.1%	9.9%	-	-
Q2	61.3%	38.7%	92.0%	8.0%	-	-	82.4%	17.6%	100.0%	0.0%
Q3	-	-	100.0%	0.0%	66.7%	33.3%	100.0%	0.0%	76.3%	23.7%
Q4	-	-	-	-	66.7%	33.3%	-	-	71.5%	28.5%
Mean	£13.10	£13.57	£17.94	£20.97	£56.31	£56.82	£13.73	£13.79	£38.29	£36.61
Median	£12.66	£13.37	£13.93	£13.59	£54.07	£54.22	£13.19	£13.47	£38.80	£38.81

Manual Roles -

The gender split in manual roles continues to show a higher proportion of female employees overall, particularly in lower quartiles where cleaning and catering roles sit. There are more Male employees in caretaking roles, which attract a slightly higher rate of pay. This continues to result in a small mean and median pay gap in favour of males within this group.

Office Roles -

Office-based roles are predominantly held by female employees across all quartiles. The mean pay gap is notably in favour of males, which is likely influenced by a small number of higher-paid roles occupied by men. However, the median pay gap slightly favours females, indicating that at the midpoint of pay, female employees are not disadvantaged.

Leadership Roles -

Leadership roles show a more balanced gender split compared to other staff groups, although there are slightly more female employees overall. Both mean and median pay gaps are minimal, indicating that male and female leaders are paid broadly equally. This suggests that pay in leadership roles is consistent and aligned regardless of gender.

Teaching Assistants -

Teaching assistant roles continue to be predominantly female. There is a small representation of male employees, often within roles such as ICT, DT technicians and football coaches. The mean and median pay gaps are negligible, demonstrating that pay is broadly equal between male and female employees within this group.

Teacher Roles -

There is a higher proportion of female teaching staff. The mean pay gap is in favour of female employees, while the median is effectively equal. As in previous years, this measure is sensitive to changes in staffing, such as appointments, departures, and progression through pay scales, which can cause fluctuations year on year.

Actions taken since last year -

1. Flexible working continues to be actively encouraged across our organisation, to ensure that our people have the opportunity to work in a way that works best for their career aspirations and home life.
2. Gender neutral language is used in all recruitment programmes and there is a structured scoring system in place.
3. We continue to carry out staff wellbeing surveys to help us identify staff views on the support provided by the Trust.
4. Staff at all levels are encouraged to take part in both formal and informal training.
5. We continue to actively promote the apprenticeship levy to support the career progression of colleagues across the organisation.
6. We continue the commitment to promote staff internally across the organisation.

Next Steps

1. Continue to use inclusive recruitment practices.
2. Undertake a more detailed review of roles where mean pay gaps exist (e.g. manual and office roles) to understand whether this is driven by role type, grade distribution, or progression opportunities, and address any unintended barriers.
3. Develop clearer progression pathways, particularly for support staff, to ensure all employees understand how to move into higher-paid roles. This

includes promoting access to qualifications, apprenticeships, and internal opportunities.

4. Review the pipeline into leadership and higher-paid positions to ensure equitable access to development opportunities, acting roles, and promotions for all genders.
5. Move beyond offering flexible working by monitoring uptake across different roles and levels, ensuring it is accessible in practice (particularly in leadership and teaching roles).
6. Strengthen the use of HR and payroll data to regularly monitor gender distribution, pay, and progression across roles and schools, enabling earlier identification of trends and targeted interventions.
7. Build on exit interview analysis by identifying any patterns in retention, particularly in hard-to-recruit roles or where one gender is underrepresented, and take action to address underlying causes.
8. Continue staff surveys but ensure findings are translated into clear, measurable actions, particularly where feedback highlights barriers to progression, workload concerns, or work-life balance challenges.

Cheviot Learning Trust are committed to reporting on an annual basis on what we are doing to reduce the gender pay gap and the progress that we are making. Furthermore, we plan to extend our processes of evidence-gathering to include qualitative data. We will do this through a consultation exercise, across all areas and levels of the organisation, to identify the barriers (and the drivers) for women employees.