

Mosaic Schools Learning Trust – Gender Pay Gap Reporting

Reporting date: 31 March 2025

Submission: March 2026

This submission is the first set of Mosaic Data as previously (31st March 2024 snapshot) was based on the two separate organisations.

All companies with 250 or more employees are required to publish the difference between the hourly rate of male and female employees expressed as a percentage of the hourly rate of the male employees. This is calculated on both a median basis (pay per hour based on the person “in the middle” of the distribution of pay) and mean basis (average hourly salary). This is based on staff employed on 31st March 2025.

Data

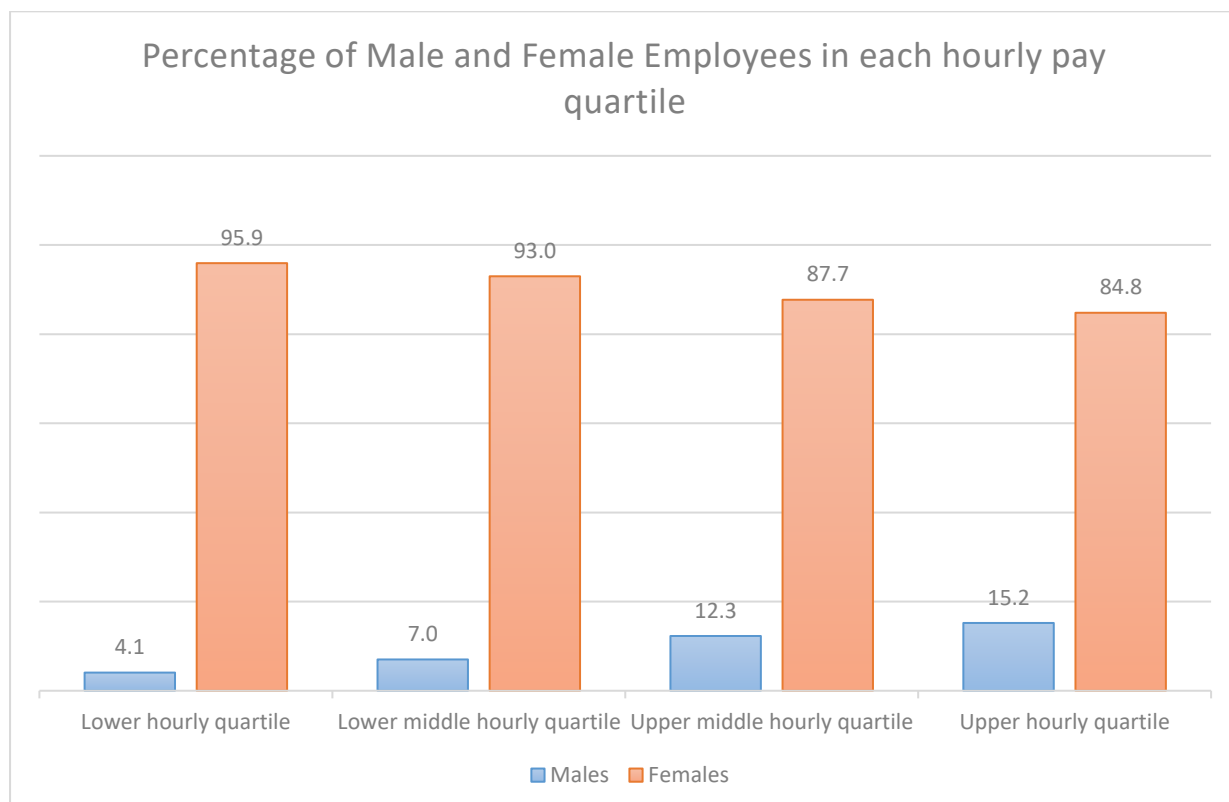
The data is based on 685 relevant employees; 619 females and 66 males where men represent 9.64% of the workforce. Relevant employees who did not receive full pay, on the snapshot date, because of unpaid leave, sickness, and family leave etc, have been excluded from the calculations. Both the median and mean have seen a narrowing of the gap.

The median pay gap is: 36.63% (March 2024 was 42.28%)

The mean pay gap is: 19.11% (March 2024 was 23.62%)

The Results

The data below shows the gender pay gap that exists within the Trust based on the hourly rates of pay as at 31st March 2025. No bonus payments were made in the reporting period.



Trust statement

Mosaic Schools Learning Trust is committed to equal opportunities and equal treatment for all employees, regardless of sex, race, religion or belief, age marriage or civil partnership, pregnancy/maternity, sexual orientation, gender reassignment or disability.

We have a clear Equality Statement, Equal Opportunities Policy and evaluate each job role and pay grade as necessary to ensure fair structure and pay across the organisation. Pay scales are based on national and local pay scales.

MSLT is confident that its gender pay gap does not stem from paying men and women differently for the same or equivalent work; rather its gender pay gap is the result of the composition and distribution of the organisation's workforce; the roles in which men and women work and the salaries that these roles attract. As you might expect, Teachers have a significantly higher rate of hourly pay compared to Support Staff and whilst the majority of MSLT teachers are female, a much higher proportion of our male employees are Teachers. The vast majority of support staff posts remain occupied by females. This is largely due to support roles often being for part time/term time hours which fit in with school opening hours. Whilst females remain the primary care givers for their children these roles continue to appeal to women more so than men.

Naturally we would want to encourage applications from male teachers given they are, on the whole, under-represented but this is even more significant for support roles. Although this has also applied historically, it is also worthy of note that Teachers pay awards are effective from September. The pay awards for Support Staff are effective from 1st April. If the assessment date was a few days later in April, the gap would be less.

It is encouraging that the gap is reducing. Bromley pay increases for April 2026 are 4.45% which is over the 4% Teachers received and we know Kent staff are set to receive a 3.8% increase in September 2026. We await the outcome for NJC negotiations. Opening up BR5 for Bromley Teaching Assistants may well have also helped close the gap. The introduction of the SSSNB, School Support Staff Negotiating Body may also mean that percentage increases for School support staff are more closely aligned with Teachers which will help prevent the gap widening again.

Action plan

The Trust seeks to maximise opportunities for all employees regardless of gender.

The Trust will:

- keep under constant review any relevant potential barriers to entry or progression in any part of the Trust. Teacher Degree Apprenticeships (TDAs) may be an example of this and where we can bridge the progression of Support Staff into Teaching roles;
- create a culture where there are no such things as "female roles" or "male roles" and having many senior positions occupied by females helps this;
- mitigate for any unconscious biases;
- ensure all job roles advertised eliminate any potential gender bias, encourage diversity in applicants and particularly encourage applicants from under-represented groups;
- encourage underrepresented males into Teaching Assistant/Higher Level Teaching Assistant roles.

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