

# Gender, Ethnicity and Disability Pay Reports 2026

# A commitment to equality

## Introduction

At Beckfoot Trust, we are committed to being one trust where all belong, and we know this can only be achieved when equity, diversity and inclusion are embedded deliberately and consistently in everything we do.

Transparency matters. It allows us to look honestly at where we are, understand where barriers may exist, and act with intent and rigour to remove them. Inclusion is central to our People First Charter and to our mission to create remarkable schools where no child is left behind. Our colleagues feeling valued and respected is essential to achieving this aim.

Our approach to Equity, Diversity and Inclusion (EDI) is values-led and Trust-wide. It is set out clearly in our Trust EDI Policy and underpins how we recruit, develop and support our colleagues. By promoting equal opportunity and avoiding unlawful discrimination, we strengthen our ability to create remarkable schools where no child is left behind, and deliver high-quality education to young people across Bradford.

“

**Beckfoot Trust is committed to providing high quality teaching and learning for our pupils. We recognise that by valuing and promoting equal opportunities in employment for all employees and job applicants and avoiding unlawful discrimination in employment and delivery of services, we will be able to deliver first class education and value the differences workforce brings to the Trust.”**

Our Trust EDI Policy



# Executive Summary

At Beckfoot Trust, we demand remarkably high standards, not only in the education we provide, but in how we invest in and care for our people. This report sets out our Gender, Ethnicity and Disability pay gap data as of 31 March 2025 and reflects both progress and challenge.

While the underlying drivers of our pay gaps remain broadly consistent with previous years, changes in our workforce composition, role distribution and national pay awards have influenced this year’s outcomes.

## Key Headlines

- **The gender pay gap has increased slightly, reflecting changes in workforce composition and a higher proportion of men in leadership roles.**

- **When teaching and support roles are analysed separately, pay gaps are significantly smaller, reinforcing that role distribution is the primary driver.**
- **The ethnicity pay gap presents a mixed picture, with stable mean figures but an increased median gap, influenced by workforce changes and improved disclosure.**
- **Representation of colleagues from minoritised ethnic backgrounds continues to improve across our Trust.**
- **Disability pay gap data shows no evidence of widespread disadvantage, though low declaration rates mean findings must be interpreted with care.**

## At a glance results

Pay gap	Mean	Median
Gender	22.32%	44.39%
Ethnicity	11.33%	21.35%
Disability	8.91%	-0.19%

# Executive Summary

## What we're doing about it – headline actions

- 1 Embed flexible and inclusive working:**  
Promote flexible working across roles, including leadership, to support progression and retention.
- 2 Strengthen inclusive recruitment practices:**  
Use inclusive language, transparent pay ranges and broaden recruitment channels to reach under-represented groups.
- 3 Improve the quality of our data and listening:**  
Encourage colleagues to share information about themselves, increase opportunities for staff feedback including staff experience surveys, and listen to colleagues' experiences shared at recruitment and exit.
- 4 Strengthen accountability and governance:**  
Report progress termly to trustees and publish annual pay gap updates with clear narrative and actions.
- 5 Maintain fair and transparent pay structures:**  
Continue to review roles and pay to make sure people are paid fairly for the work they do, in line with national pay frameworks and market benchmarks.

## Closing statement

This report is not simply a reflection of where we are, but a tool for improvement. By being transparent about our data, honest about the challenges it highlights, and clear about the actions we are taking, we reaffirm our commitment to building a workplace where everyone can belong and succeed.

## Declaration

This statement confirms that the published information is accurate at the time of publishing



Shirley Watson  
Chief Executive Officer  
March 2026



# Why publish and what this report covers

## What this report covers

This report provides a clear and transparent overview of pay gaps across Beckfoot Trust. It includes:

- **Methodology:** An explanation of how pay gaps are calculated, in line with government guidance.
- **Workforce profile:** A snapshot of our workforce, including gender, ethnicity and disability data.
- **Pay gap results:** Our gender, ethnicity and disability pay gap figures, including mean, median and pay quartile information.
- **Progress so far:** The actions we have already completed to promote fairness, inclusion and equal opportunity.
- **Next steps:** Our priorities and planned actions to address the gaps identified and continue improving over time.
- **Accountability and future reporting:** How we will monitor progress and share updates between now and our next annual report.

## Why we publish this report

We publish this report because openness and accountability are essential to building trust and belonging. It is not simply a statement of compliance, but a tool for learning, improvement and action.

Gender pay gap reporting is a statutory requirement for employers with more than 250 staff under the Equality Act 2010 (Gender Pay Gap Information Regulations 2017), and we have reported annually since 2017. Reporting on ethnicity and disability pay gaps is voluntary, but we choose to do so because it aligns with our People First Charter and our belief that fairness, dignity and belonging must be actively pursued.



# Methodology and definitions

## What data have we used?

This report is based on a snapshot of our workforce taken on 31 March 2025, the date required for public sector Gender Pay Gap reporting.

- **Scope: 1010 full-pay relevant employees across our 10 schools and central team**
- **Data sources: Payroll data from Dataplan (2025) and HR MIS data**

Due to the timing of school holidays and internal examinations, there has also been a rise in the number of colleagues in scope of reporting, including some holding dual roles or in casual and seasonal posts, such as those such as those supporting examinations and holiday provision. These changes affect the overall makeup of our data and should be considered when comparing results year on year.

This is our second year of reporting on ethnicity and disability pay gaps. The figures in this report build on last year's baseline and support more meaningful comparison over time, while recognising that changes in workforce composition can influence year-on-year results.

## Pay Gap vs Equal Pay

- **Pay gap reporting looks at average hourly pay across groups (for example, men and women, colleagues from different ethnic backgrounds, and disabled and non-disabled colleagues). It highlights patterns in representation, such as whether certain groups are more likely to be concentrated in lower or higher paid roles.**
- **Equal pay means that people doing the same job, or work of equal value, are paid the same regardless of gender.**

A pay gap does not mean that people are being paid unfairly for doing the same work. However, it can indicate where inequalities in access to roles, progression or opportunity may exist. We regularly review our pay structures and job evaluation processes to ensure equal pay is upheld across our Trust.



# Methodology and definitions

## How do we calculate pay gaps?

We calculate our pay gaps in line with government guidance, ensuring results are consistent, fair and comparable with national benchmarks. Our Trust does not pay bonuses to staff, so bonus pay gap reporting does not apply. We use three key measures to help us understand not only whether pay gaps exist, but also how the workforce structure and role distribution influences our results.

Measure	What it shows	How is it worked out
<b>Mean pay gap</b>	The difference in average hourly pay between two groups.	All hourly rates are added together and divided by the number of people in each group.
<b>Median pay gap</b>	This shows the difference in the middle hourly pay rate between two groups.	Hourly rates are listed from lowest to highest and the middle value for each group is identified and compared.
<b>Pay quartiles: Upper Quartile (UQ), Upper Middle Quartile (UMQ), Lower Middle Quartile (LMQ), and Lower Quartile (LQ)</b>	These show how different groups are spread across the pay range.	All staff are ranked by hourly pay from lowest to highest, the list is split into four equal-sized quartiles, and the proportion of each group within each quartile is calculated.



# Who works at the Beckfoot Trust?

## Workforce snapshot

Our analysis is based on 1010 full-pay relevant employees across our 10 schools - including 4 secondary, 4 primary and 2 special schools - alongside a Central Team.

- 78% female, 22% male
- 22.3% colleagues from minoritised ethnic backgrounds
- 1.2% ethnicity not known or refused
- 4.9% of colleagues have a disability

Understanding who works in our Trust provides essential context for interpreting pay gap data and identifying where targeted action may be needed.

This workforce profile provides a snapshot of the colleagues included in the pay gap analysis, and helps to give context to the results that follow.



# Gender

## Introduction

This section sets out the gender pay gap at Beckfoot Trust and explains the factors that influence the results. Gender pay gap reporting looks at differences in average pay between men and women across the organisation. It does not measure equal pay for the same work, but instead helps to highlight patterns in role distribution, progression and representation at different pay levels.

## Hourly Pay Gap

Overall, the gender pay gap has widened slightly compared to last year, and on average, women earn less per hour than men across our Trust.

However, looking at teaching and support roles separately, provides us with some important context. When looking at teaching and support scales separately, the gaps are smaller.



Pay gap	Mean	Median
All roles	22.32%	44.39%
Teaching only	-1.28%	0.0%
Support only	8.06%	7.65%

# Gender

## Pay Quartiles

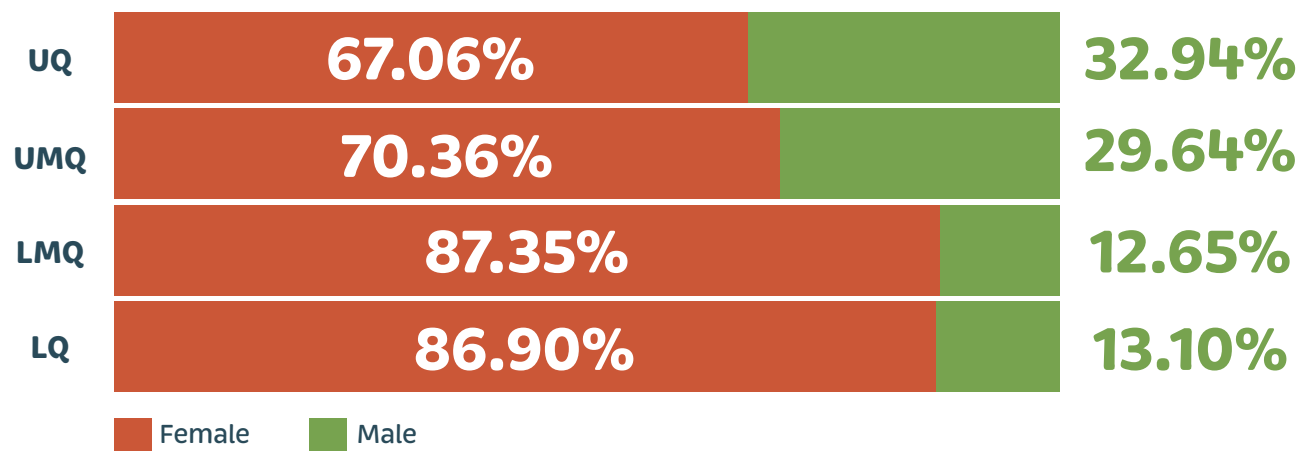
Pay quartiles show how men and women are distributed across the pay range, from lowest to highest hourly pay.

There has been an increase in male representation in the upper quartile due to a higher proportion of males on leadership pay scales. At the same time, fewer men are now represented in the lower middle quartile.

## Analysis over time

The gender pay gap has widened slightly compared to last year, while underlying drivers remain broadly consistent. A variety of factors have influenced these changes:

- **Pay awards for teachers were higher than those for support staff in the same period.**
- **A greater proportion of male staff have progressed onto leadership pay scales.**
- **The support workforce continues to be more predominantly female, while there has been increase in the number of male teachers.**
- **Changes in the makeup of the workforce, including more dual-role and casual staff in scope this year, have affected the average hourly rates.**



Pay gap	2021	2022	2023	2024	2025
Mean pay gap	18%	17%	18%	19%	22%
Median pay gap	40%	41%	41%	44%	44%

# Ethnicity

## Introduction

This section sets out the ethnicity pay gap at Beckfoot Trust. Ethnicity pay gap reporting looks at difference in average hourly pay between colleagues from minoritised ethnic backgrounds and white colleagues. This is our second year of reporting on ethnicity pay gaps. While this allows for some meaningful comparison over time, changes in workforce composition continue to influence the results and should be taken into account when interpreting the data.

## Hourly Pay Gap

Overall, the ethnicity pay gap presents a mixed picture this year, and, on average, colleagues from minoritised ethnic backgrounds earn less per hour than white colleagues.

However, looking at teaching and support roles separately, provides us with some important context. When looking at teaching and support scales separately, the gaps are smaller.



Pay gap	Mean	Median
All roles	11.33%	21.35%
Teaching only	12.25%	3.95%
Support only	9.89%	0.64%



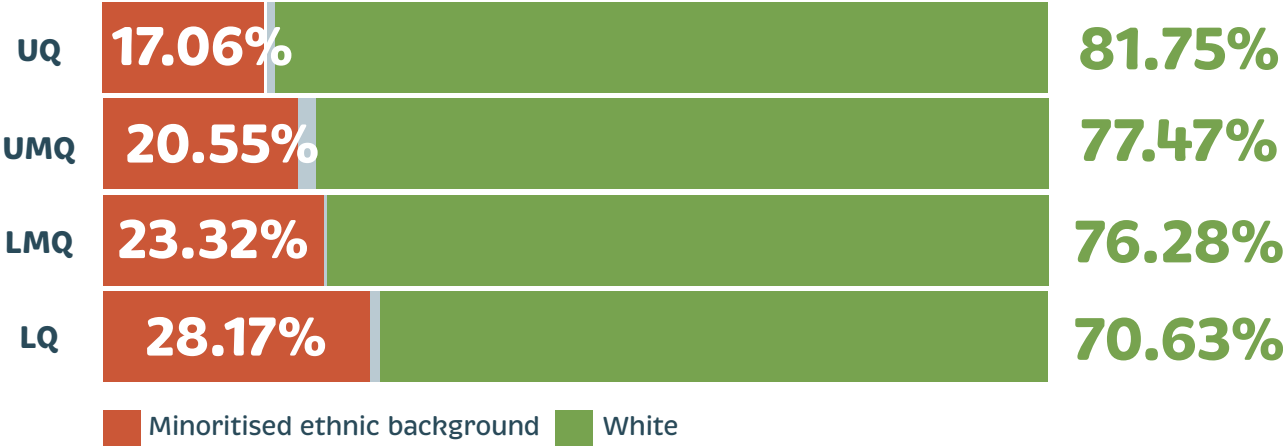
# Ethnicity

## Pay Quartiles

Pay quartiles show how colleagues from minoritised ethnic backgrounds are distributed across the pay range.

There has been an increase in the proportion of colleagues from minoritised ethnic backgrounds in the upper quartile, which is a positive shift. Representation in the upper middle quartile has remained stable, while there has also been an increase in representation in the lower middle quartile. The lower quartile remains broadly stable.

The data continues to show that colleagues from minoritised ethnic backgrounds are more likely to be represented in lower-paid roles, with representation increasing as hourly pay decreases.



Pay gap	2021	2022	2023	2024	2025
Mean pay gap	N/A	N/A	N/A	11%	11%
Median pay gap	N/A	N/A	N/A	12%	21%

# Disability

## Introduction

This section outlines the disability pay gap at Beckfoot Trust and explains how pay differs between colleagues who have declared a disability and those who have not. This is our second year of reporting. While this allows for year-on-year comparison, low declaration rates mean the findings should be interpreted with care.

## Hourly Pay Gap

Overall, the disability pay gap position is slightly more favourable than last year, although the picture remains mixed. On average, colleagues who have declared a disability earn slightly less per hour than those who have not.

However, when teaching and support roles are analysed separately, teaching roles show a smaller gap in favour of non-disabled colleagues, while support roles show a gap in favour of colleagues who have declared a disability.



Pay gap	Mean	Median
All roles	8.91%	-0.19%
Teaching only	1.34%	-1.68%
Support only	-9.25%	-19.37%

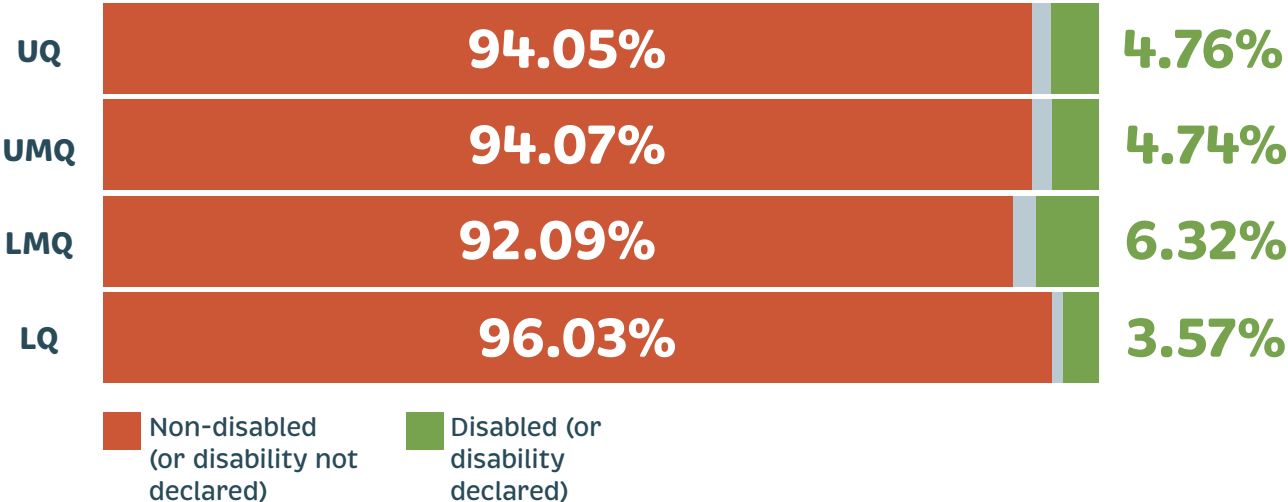
# Disability

## Pay Quartiles

Pay quartiles show how colleagues who have declared a disability are represented across the pay range.

The proportion of staff declaring a disability is broadly consistent across the upper, upper middle and lower middle quartiles, at between 6% and 8%. There has been a slight reduction in the upper quartile compared to last year, which likely reflects the departure of a small number of teachers on higher pay scales rather than a wider trend.

When looking at numbers rather than percentages, it is clear how small changes can affect the overall picture. The Lower Middle quartile has seen the largest increase in the number of colleagues declaring a disability (16 year this year, from 13). This change is the main driver of the shift in the mean and median pay gaps, with the reduction in the upper quartile having a smaller effect. Because the number of people declaring a disability remains relatively low (49 employees), it continues to be a challenge to do detailed analysis of the gaps and quartiles in this area without getting into discussing individual circumstances.



Pay gap	2021	2022	2023	2024	2025
Mean pay gap	N/A	N/A	N/A	-5.0%	8.9%
Median pay gap	N/A	N/A	N/A	-7.7%	-0.19%

# What have we achieved so far

Our ambition is clear; we want to create a workplace where every colleague has equal access to opportunity. Our actions to date reflect this commitment.

## Disability Confidence

We achieved our Disability Confident Committed Level 1 status, demonstrating our commitment to supporting both our current and prospective disabled colleagues. We actively enable disabled candidates to demonstrate their full potential in interviews by providing reasonable adjustments wherever possible.

## Inclusive recruitment

Our recruitment process is designed to be fair and transparent. All roles are advertised with clear salary ranges, with structured interviews as standard practice. All candidates are asked the same competency-based questions and scored to ensure objectivity.

## Policy development and review

Every policy at Beckfoot Trust is reviewed rigorously through an EDI lens, to ensure that our approach ensures fairness and inclusivity at all levels. Additionally, case management is used to further inform our policy development.

## Flexible working

We recognise the importance of a secure work life balance and provide all staff, regardless of gender, ethnicity and disability, with the opportunity to request flexible working arrangements in line with our Flexible Working Policy.

## Unconscious bias awareness

To support fair decision making, unconscious bias training is regularly delivered to executive leaders and Headteachers, supporting their awareness and challenge of any hidden prejudices.

## Continuous feedback and improvement

We listen closely to our staff through new recruit surveys and exit interviews, analysing responses centrally to identify trends and areas for development.

## Pay and progression

Our job evaluation process ensures parity across roles and responsibilities, with pay scales for teachers and support staff aligned to national pay awards. We also benchmark support staff salaries regularly to maintain competitiveness.

## Professional development

We promote ongoing learning and development through school-based inset days and Trust-wide CPD days, supporting career growth for all of our employees.

## Strengthen data and listening

We launched a biennial EDI staff survey in 2025, the results of which have been used to inform each school's improvement plan.



# Next steps – building on our progress

Our pay gap analysis highlights where more efforts and focus may be needed. Over the next year, we will focus on 5 key areas to ensure we can better support all our staff.

## Flexible working

**Further embed flexible working:** We will promote flexible working at every stage of the employee journey, from advert to exit interview.

**Offer flexible leadership roles:** Wherever operationally possible, open up senior career paths to a wider talent pool.

## Policy development and review

**Keep our policies under review:** Ensure HR practice and policy actively supports flexible, agile working for all colleagues.

## Inclusive recruitment

**Reach more diverse groups:** Broaden advertising channels to support us in reaching more under-represented groups and networks, using enhanced data and national benchmarks available through our new recruitment platform (My New Term).

## Encourage ‘non-traditional’ applicants:

Redefine the profile of different roles, such as men in support roles and women in IT, through positive wording and case studies.

**Training for recruitment:** High-quality EDI and unconscious bias training will be provided to everyone involved in selection.

## Strengthen data and listening

**Promote openness in staff declarations:** Staff will continue to be encouraged to self-declare their ethnicity, any disabilities, and any other protected characteristic so that actions can be targeted effectively.

**Continue intentional listening:** Regular sessions to capture the lived experiences and test the hypothesis raised in this report.

**Termly reporting to Trustees:** We will share a concise progress dashboard with Trustees each term, covering flexible working uptake, recruitment diversity and training completion.

## Disability Confidence

**Achieve Disability Confident Level 2:** This framework provides criteria to audit progress.

**Ensure reasonable adjustments:** We will systemise this process for employees from their onboarding stage.





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