

Gender Pay Gap Report

Due to a reduction in our headcount in FY20/21, we are not an employer required by law to carry out Gender Pay Gap Reporting under the Equalities Act 2010 (Gender Pay Gap Information) Regulations 2017 but are continuing to do so on a voluntary basis in the expectation that our headcount will return to pre-pandemic levels at some point in the future.

The data is based on all relevant full-pay employees as at 5th April 2025. (Data from our 2024 report has been retained in brackets for comparison).

The Act requires employers to publish six key metrics:

- 1. The difference in the mean pay of full-pay men and women, expressed as a percentage
- 2. The difference in the median pay of full-pay men and women, expressed as a percentage
- 3. The difference in mean bonus pay of men and women, expressed as a percentage
- 4. The difference in median bonus pay of men and women, expressed as a percentage
- 5. The proportion of men and women who received bonus pay
- 6. The proportion of full-pay men and women in each of the four quartile pay bands

Our 2025 data

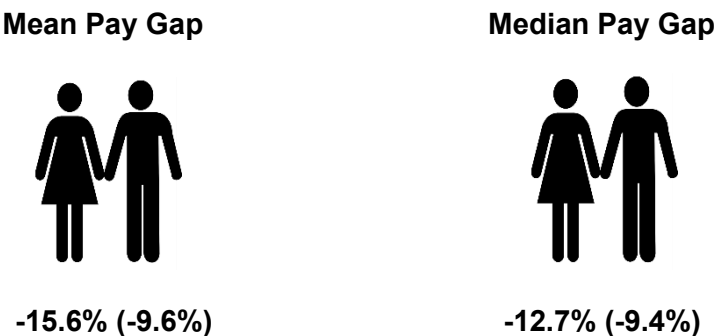
Gender Make Up

In Services For Education, the gender make up of our staff is:



Gender Pay Gap

In Services For Education, the gender pay gap is:



The mean and median pay gap information reflects the position that SFE employs more women than men in higher paid roles within the organisation.

Note: From 2022, we have reported our gender pay gap based on actual earnings (not FTE salaries) as these more accurately reflect the pay gap position given the high number of part time employees within the SFE workforce.

The distribution of the SFE workforce on 5 April 2025 (2024 comparison) was:

Full time 25.9% (27.0%)



Female 56.6% (55.3%)
Male 43.4% (44.7%)

Part time 74.1% (73%)



Female 50.3% (55.6%)
Male 49.7% (44.4%)

Bonus Pay

Services For Education does not pay bonuses to its staff.

Pay by Quartiles

In Services For Education the proportion of full-pay men and women in each of the four quartile pay bands is:

Lower Quartile



53.2% Female 46.8% Male
(56 % Female 44% Male)

Lower Middle Quartile Upper



38.3% Female 61.7% Male
(36.7% Female 63.3% Male)

Upper Middle Quartile



59.6% Female 40.4% Male
(63.3% Female 36.7% Male)

Upper Quartile



58.7% Female 41.3% Male
(61.2% Female 38.8% Male)

Understanding our pay structure

- As an employer we are committed to the principals of paying men and women equally for undertaking the same work.
- Our legacy pay systems stem from national teaching agreements and Birmingham City Council terms and conditions, the latter being subject to extensive Single Status reforms in the mid/late 2000s. Collectively, these have laid the foundation for there to be little or no pay gap on grounds of gender in the organisation, which TUPE'd out of BCC in 2012/13.
- Owing to the nature of the roles within the business, we have more female than male employees occupying roles throughout the organisation, rather than having predominantly more women holding roles located towards the lower end of the salary structure.
- SFE recognises the value of flexible working and many staff undertake work for SFE as part of a "portfolio career" which is reflected in the high proportion of part time staff. Whilst part-time working may show in pay data as lower earnings, the FTE salary rate for the relevant position is identical for both male and female staff.
- Our gender pay gap favours women as we have more women in senior roles than men at the present time.

How we are looking to tackle the Gender Pay Gap

In our efforts to continue to minimise the pay gap between our male and female employees over the next 12 months, Services For Education will continue its commitment to:

- Encouraging flexible working to support both our male and female employees' balance their wellbeing, careers and other commitments outside of their work with SFE
- Encouraging women to remain in the workforce during and after menopause
- Supporting those wishing to make use of the various family leave opportunities available (e.g. paternity leave, parental leave and shared parental leave), and those returning to employment following leave for maternity, adoption, childcare, or other caring reasons, in order to maximise the contribution that their experience and skills can bring to the organisation by recognising the importance of a positive work/life balance or blend.
- Monitoring pay and reward arrangements to ensure that pay differences within our respective pay bands are reduced, where appropriate.
- Monitoring the effectiveness of our recruitment processes to promote and improve diversity
- Ensuring that all our vacancies are advertised in a way that will return a diverse pool of applicants to choose from, with the aim of encouraging more men and other under-represented groups to apply for our roles at all levels, where such opportunities become available

Services For Education is committed to equality of opportunity in employment. Our aim is to recruit, retain and develop employees based on merit, competence and potential. We are committed to promoting a positive work environment for our employees and ensuring employees are given every opportunity to fulfil their potential.

On behalf of Services For Education, I can confirm that the above figures are accurate and that the Senior Leadership Team is committed to the on-going reduction of our gender pay gap.

Sharon Bell
Chief Executive