
GENDER PAY GAP REPORT 2026

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This gender pay gap report is published in accordance with The Equality Act 2010 (Specific Duties and Public authorities) regulations 2017. The report is based on data for the snapshot date of 31 March 2026. The figures set out under the six required metrics have been calculated using the methodologies detailed in the regulations. The report covers The Sir John Brunner Foundation Multi Academy Trust, comprising The County High School, Leftwich; Middlewich High School, The Macclesfield Academy and Sir John Deane's Sixth Form College.

1. Mean gender pay gap in hourly pay: 26%

This means that the mean hourly rate for male employees was 26% higher than that for female employees. This figure sits within the range seen in educational sector benchmarking for organisations that have reported for 2025. The figure has increased over the last two years.

2. Median gender pay gap in hourly pay: 50%

This means that the median hourly rate for male employees was 50% higher than that for female employees. This figure also sits within the range seen in educational sector benchmarking for organisations that have reported for 2025. The figure has increased over the last two years.

3. Mean bonus gender pay gap: 0%

There was only one very small payment that fell within the definition of a bonus, and this was paid to a female employee. As there was only one qualifying payment, the mean bonus gender pay gap figure is not meaningful for comparison purposes.

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5. Proportion of males and females receiving a bonus payment

0% of males received bonus payment

0.2% of females received bonus payment

6. Proportion of males and females when divided into four groups ordered from lowest to highest pay

	Male	Female
Lower quartile	12.1%	87.9%
Lower middle quartile	17.2%	82.8%
Upper middle quartile	33.3%	66.7%
Upper quartile	38.8%	61.2%

This quartile distribution shows that female employees remain more heavily represented in the lower paid quartiles, while male representation increases in the upper paid quartiles. This reflects the current workforce structure and highlights the importance of continuing to consider representation, progression and access to development opportunities across the organisation.

7. Additional information

The organisation continues to employ a higher proportion of female colleagues than male colleagues. The data comprises of 75% female employees and 25% male employees. This compares to 60%/40% split two years ago.

Pay is governed by nationally determined salary scales and applied consistently regardless of gender. Decisions relating to recruitment, selection, promotion and additional responsibilities are based on objective criteria rather than gender or any other protected characteristic.

The gender pay gap shown in these results is primarily driven by the higher proportion of female employees in support staff roles. Support staff roles generally attract lower salaries than teaching roles, and the term-time-only nature of many of these roles, together with the methodology for calculating teachers' hourly rates, can amplify the reported gap.

It is also recognised that term-time-only roles are often valued for the flexibility they provide, particularly around school holiday periods. This may influence workforce composition and is therefore relevant context when interpreting the data.

It is important to recognise that the gender pay gap within educational settings is often influenced by the different nationally set terms and conditions applying to teachers and support staff. When the calculations are undertaken separately for each staff group, the gender pay gap is significantly smaller. To illustrate this, the calculations have also been performed independently for teachers and support staff:

	Teachers	Support Staff
Mean Gender Pay Gap	0.4%	13.3%
Median Gender Pay Gap	0	7.7%

This analysis provides assurance that the overall pay gap is largely structural in nature. Nevertheless, the Foundation will continue to keep workforce composition, progression pathways and equality of opportunity under review.