

2025



**GENDER**

**PAY**

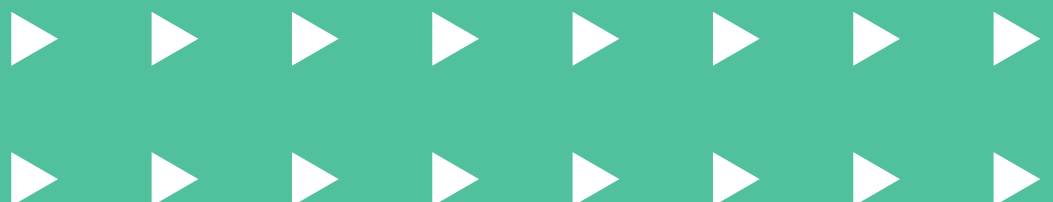
**REPORT**

# CONTEXT

**Wigan & Leigh College is required to publish annual Gender Pay Gap data under the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017.**

We are committed to fostering an inclusive, fair and equitable working environment. Women make up 59% of our workforce, with women more highly represented in part-time and term-time roles, which are predominantly within the lower pay quartiles.

This report outlines our 2025 results, the factors driving them, and the structured actions we are taking to sustain progress.



# COLLEGE GENDER PAY DATA

## OUR RESULTS

### In 2025, we noted:

- ▶ The mean hourly rate for women was **5.22% lower** than the mean hourly rate for men
- ▶ The median hourly rate for women was **11.10% lower** than the median hourly rate for men

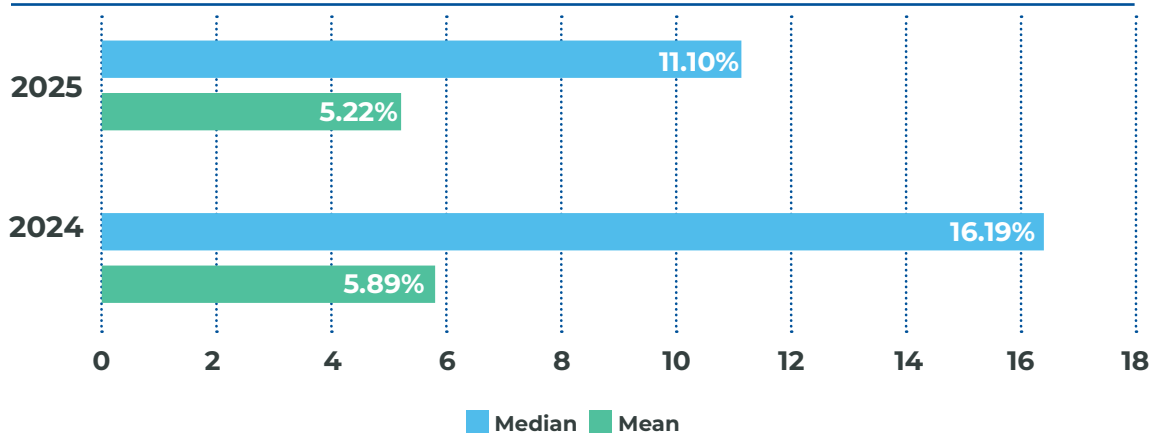
The CIPD reported in 2024 that the mean gender pay gap across all sectors is 11.8% and in education the gap is 20%. Therefore, the College remains well below both the national and the sector specific levels.

These figures represent an improvement on 2024 (mean 5.89%, median 16.19%). The reduction, particularly in the median gap, reflects targeted actions over the past two reporting periods, including:

- ▶ Implementation of the **Real Living Wage**
- ▶ Above-sector pay awards
- ▶ Structured salary benchmarking
- ▶ Review of pay distribution across part-time and term-time roles

These measures form part of the College's broader workforce strategy to reduce structural pay disparity rather than relying on natural workforce movement alone.

## YEAR-ON-YEAR PROGRESS



# FACTORS INFLUENCING OUR GENDER PAY GAP

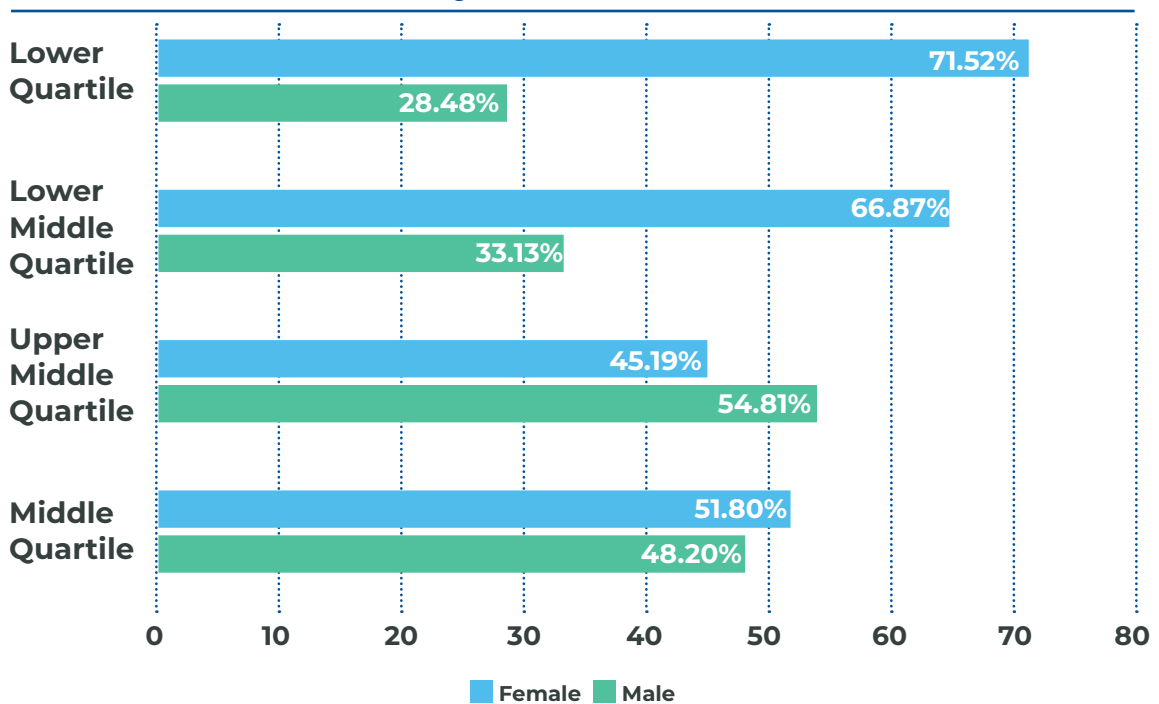
There are two principal drivers contributing to the gender pay gap at the College:

- ▶ Occupational distribution – Women make up the majority of the workforce and are significantly represented in part-time and term-time roles, which are predominantly located within the lower two pay quartiles. This concentration reduces both median and mean female hourly pay.
- ▶ Curriculum specialism and industry premiums – Male employees are proportionally more represented in certain higher-paid curriculum areas, particularly within Construction and

Engineering lecturing and Trainer Assessor roles, where industry experience attracts higher salary levels. This distribution increases both median and mean male hourly pay.

This mirrors wider national trends across the Further Education sector, where occupational segregation continues to influence pay outcomes.

## NUMBER OF MALE AND FEMALE EMPLOYEES IN EACH QUARTILE



# WORKING TO CLOSE OUR GENDER PAY GAP

**The college acknowledges the positive movement reflected in 2025 figures and recognises that continued focus is required to sustain progress. Sector guidance, internal workforce data, benchmarking activity, and the ongoing work of our Equality and Diversity Group inform our approach.**

We remain focused on key aspects of the employee lifecycle, including recruitment, professional development, progression opportunities, flexible working practices, and workforce planning. We will continue to monitor pay quartile distribution, review progression pathways, and analyse workforce movement to ensure there are no unintended barriers affecting advancement into higher-paid roles.

Our hybrid and flexible working culture, parental leave and shared parental leave arrangements, and supportive return-to-work practices following maternity leave are designed to encourage shared caring responsibilities and remove barriers to career progression. Leadership training in equality, diversity, and inclusion further supports transparent and equitable decision-making.

Through structured job evaluation, transparent pay scales, regular benchmarking, and our commitment to the Real Living Wage, we are confident that we ensure **equal pay for equal work** across all roles within the college.

This statement confirms that the published information is accurate at the time of publication and reflects Wigan & Leigh College's ongoing commitment to fairness, equality, and continuous improvement