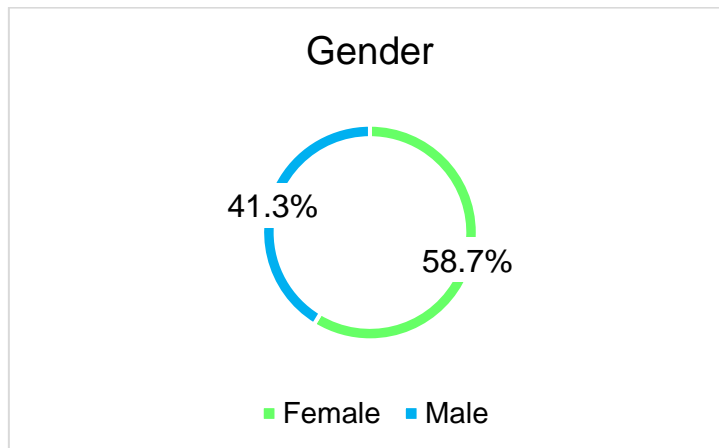


## Gender Pay Gap March 2025

Gender Pay Gap reporting shows the pay gap between an organisation's male and female employees. This is different to an equal pay review which shows whether men and women are paid equally for doing work deemed to be of equal value.

Bournemouth and Poole College (BPC) are continuing to work to reduce our gender pay gap. Based on the 31<sup>st</sup> March 2025 results, our colleagues were 58.7% female and 41.3% male.



## Gender Pay Gap

This data shows the gender distribution across four equally sized quartiles of the BPC employees:

Quartiles	Male	Female
Upper	54.9%	45.1%
Upper Middle	43.4%	56.6%
Lower Middle	40.7%	59.3%
Lower	26.3%	73.7%

The figures above are calculated using the standard methodology set out in the Gender Pay Gap guidance.

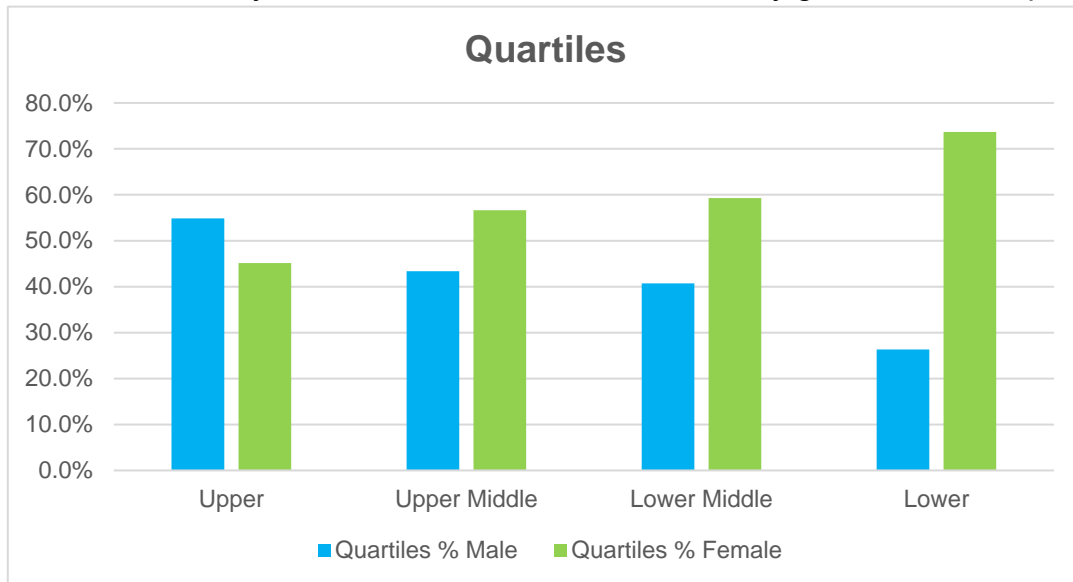
## Quartile Analysis

The Upper quartile shows a majority of staff are men (54.9%), indicating men are more represented in this quartile.

In Upper Middle and Lower Middle, there is the reverse in both, with women forming a majority in mid-paid positions (56.6% and 59.3% respectively).

Whilst the Lower quartile shows women are strongly over-represented at these pay levels, accounting for 73.7% of employees in the bottom quartile.

As illustrated below, you can see how these are divided by gender in each quartile:



### Interpretation

This quartile pattern is unusual compared with national GPG trends and suggests that although men hold a larger share of the organisation’s highest-paid positions, our Senior Leadership Team at this date consisted of 59% women and 41% male.

However, the persistence of a pay gap despite this distribution implies that roles occupied by men may carry higher pay within the Upper quartile, as they are held by specialist or technical roles, which remain male-dominated industry roles and often result in higher salaries even when numerically fewer in numbers.

### Mean and Median Pay Gap

The 2025 Gender Pay Gap results show a mean gender pay gap of 9.95% and a median gender pay gap of 11%, indicating that, on average, men earn more than women in the organisation. While these values reflect a slight improvement from 2024 at the mean level (down from 10.4%), the median gap has narrowed more significantly (from 15.4% to 11%), suggesting some compression of pay differences across the workforce.

Mean	Median
9.95%	11.01%

## Bonus Pay Gap 2025

2.6% of women and 3.7% of men received additional payments, which for the purpose of this report are deemed as Bonus payments. These payments include items such as incentive payments (Long Service Awards and Retention payments) and Additional Responsibilities payments.

Mean	Median
-18.25%	10%

The negative mean bonus gap illustrates that some women received higher bonus amounts in 2025, and a significant decrease from 2024 in which a mean bonus of 47%.

Whilst, the positive median gap indicates that men receive higher bonuses at the middle of the distribution, which reflects a slightly smaller payment value for women per bonus payment affecting the mean average and the distribution to bonuses.

When compared with 2024 (Mean 47%, Median 0%), bonus outcomes have shifted significantly, reflecting changes in role makeup, workforce composition, or retention payments on commencement with BPC.

## 2025 Gender Pay Gap Summary

Overall, BPC has made tangible progress in reducing both the mean and median gender pay gap since 2024. Women are strongly represented across the pay structure and are the majority in mid- and upper-quartile roles. Despite this, a gender pay gap in favour of men remains, driven by role-types and market-driven factors.

### Causes of the Gender Pay Gap

Our Gender Pay Gap reflects different types of roles that men and women traditionally hold within the college, rather than unequal pay for equal work. Several structural and sector-wide factors influence this distribution.

Female dominated support and learning support roles. Research by Department for Education (DfE), UNESCO and twinkl, revealed that support roles are overwhelmingly female-dominated. These reasons fall into four broad themes: historic stereotypes, cultural expectations, economic factors and perceptions of the roles as caring in nature. These roles are traditionally associated with women and tend to offer lower pay.

Women are more likely to choose roles that allow for better work-life balance, such as school hours or aligning with school terms, furthering contributing to a strong female presence in these roles.

Next, the male representation in technical and industry specialist roles. Conversely, as with many other FE settings, individuals recruited directly from industry, who happen to be predominantly men in sectors like engineering and construction, command higher pay because of several structural factors.

The engineering and some construction specialist sectors remain overwhelmingly male. Resulting in the talent pool being composed mostly of men, and the roles are hard to fill, the pay uplift disproportionately affects male industry recruits.

Lecturers in technical subjects often earn substantially less than they would in equivalent industry roles. This impact results in recruiting experienced industry professionals, in which colleges must offer higher starting salaries and often recruitment retention pays to compete with industry pay. Because these industries are male-dominated, this disproportionately results in men being offered higher pay spines.

### **Addressing the Gender Pay Gap**

We are committed to ensuring equal opportunities and fair treatment for all employees. This includes our approach to pay, where we apply consistent principles regardless of any protected characteristic.

We are equally committed to paying employees fairly for the same or equivalent work. To support this, we:

- Apply objective pay spines to determine salaries for specific roles
- Use recruitment or retention enhancements, or industry-specific pay spines, only where labour-market pressures justify them for hard-to-fill or specialist posts.
- Review job roles and pay grades as needed to maintain a fair and transparent pay structure

We are confident that our gender pay gap does not arise from paying men and women differently for the same work. Instead, the gap reflects the distribution of men and women across different roles within the College and the salaries associated with those roles.

We acknowledge that it is essential to sustain efforts toward gender pay equity at all levels of the college and to ensure robust career pathways, particularly for women, into non-traditional roles and leadership positions. The data presented, along with the interventions discussed in this report, will help us remain firmly focused and committed to addressing gender pay gap issues.

To support our continuing efforts, the college continues to develop our new People Information System, which serves as a unified hub for all of our people-related data. This system, along with the development of an intuitive data module, will enable the

college to regularly identify and review data, aligning with our continued commitment to Equality, Diversity, and Inclusion.

We endeavour to encourage more women to participate in fields like engineering, automotive and construction crafts by challenging gender stereo-types across students and staff alike.

Continuing to focus on improvements to our workplace culture, such as encouraging inclusive hiring practices, promote diversity in leadership roles, and cultivate a workplace culture that supports women. This includes offering equal opportunities for training, advancement, and a supportive work environment.

In our recruitment practices, we recruit the best person for the role, regardless of their protected characteristics, in order for our students and apprentices to have access to highly qualified and skilled industry experts. We will continue to drive inclusive hiring practices. Our hiring managers are not aware of the name or details of candidates until they are selected to attend an interview. We are also addressing the gender bias in specific roles by using gender-neutral imagery and language in adverts (e.g., avoid wording that reinforces nurturing stereotypes). Along with the promotion that various roles are a gateway into teaching, aligning with career-driven applicants.

We are committed to developing our staff through high-quality training and development, including our Aspire and Excellence programme for leaders and future managers. As well as supporting female managers (75% of participate are female) to undertake external development and training programmes to create career pathways to leadership. We also, deliver annual Leadership Conferences and regular leadership days, promoting best practice and new ideas and concepts.

By addressing these factors, we can help create a more balanced, diverse workforce where both men and women have equal opportunities to succeed.

REMOVE

References:

Twinkl 2023 'Gender equality and the teaching assistant role' : [Gender equality and the teaching assistant role - Twinkl](#)

UNESCO '**Gender equality in and through the teaching profession**' [Gender equality in and through the teaching profession | UNESCO](#)

Department of Education Use of teaching assistants in schools Research report 2024