

UPPINGHAM

Gender Pay Gap Report 2026

Uppingham School believes in being an inclusive and diverse organisation in which anyone can reach their full potential. We are confident that men and women are paid equally for the same work across the School.

1. Pay and Bonus Gap between Men and Women

The table below shows our mean and median hourly gender pay gap at the snapshot date (5 April 2025) and bonus gap in the 12 months reference period to 5 April 2025. 2025 data is also incorporated by way of comparison.

	2024		2025	
	Mean	Median	Mean	Median
Hourly pay	24.5%	39.7%*	25.5%*	42.0%*
Bonus	82.9%*	0.0%*	39.4%*	0%
*Lower for women				
**Higher for women				

Our analysis of our gender pay gap shows that it is largely driven by two key factors:

- i. There are more men in senior higher paid (predominantly academic) roles;
- ii. The number of part-time opportunities in lower paid roles, which are mainly filled by women.

Deeper analysis which exceeds the Government's Gender Pay Gap reporting requirement supports this analysis. When academic and support roles are separated, both the mean and median pay gaps are smaller than that of the organisation as a whole.

	2024		2025	
	Mean	Median	Mean	Median
Hourly pay (Academic Staff Only)	8.0%*	5.9%*	7.9%*	0.0%
Hourly pay (Support Staff Only)	19.6%*	11.7%*	13.4%*	8.6%
*Lower for women				
**Higher for women				

2. Pay quartiles

The table below illustrates the gender distribution across Uppingham School in four equally sized quartiles.

	Lower quartile	Lower middle quartile	Upper middle quartile	Top quartile
Men	24.1%	29.3%	38.3%	60.9%
Women	75.9%	70.7%	61.7%	39.1%

The percentage of the workforce occupied by women has reduced slightly, although they continue to make up more than 60% of Uppingham's total workforce. While the majority of lower earners tend to be women, they also constitute over 50% of the top half of earners.

The disproportionate representation of women in the lower half of earners continues to contribute to Uppingham's pay gap, although an increased proportion of men in this cohort has contributed to a reduction in both the mean and median pay gap this year.

UPPINGHAM

Again, deeper analysis indicates a more even gender distribution in all but the middle quartiles of support roles when support and academic roles are viewed separately. However, the disproportionate representation of women in the lowest-paid half of support roles contributes to Uppingham's overall gender pay gap and larger median pay gap.

	Academic Staff Only				Support Staff Only			
	Lower quartile	Lower middle quartile	Upper middle quartile	Top quartile	Lower quartile	Lower middle quartile	Upper middle quartile	Top quartile
Men	46.5%	74.4%	48.8%	59.1%	24.7%	23.3%	36.7%	31.1%
Women	53.5%	25.6%	51.2%	40.9%	75.3%	76.7%	63.3%	68.9%

Cleaning Services are predominantly staffed by women, continues to make up a large proportion of the lowest earners at the school and constitutes over 18% of the total workforce. Having such a large (predominantly female) part of the workforce on lower wages contributes to Uppingham's pay gap, pulling down the median female wage.

Nevertheless, Uppingham believes it is important to directly employ its cleaning staff and maintain adequate staffing levels to provide the highest level of service expected by pupils, parents, and staff.

3. Proportion of employees receiving a bonus

Bonuses for exceptional performance were paid to only a small number of employees, such that analysis of the gap would not be meaningful:

	Proportion
Men	1.5%
Women	1.2%

4. Actions to address the gender pay gap

Uppingham's Plan

Uppingham School is committed to addressing the gender pay gap and is approaching this in a number of ways including reviewing recruitment processes; flexible working arrangements; and decisions around our annual performance, pay scales and pay awards.

Employee benefits, such as discounted childcare with local providers, and flexible working policies support the strategy of offering more flexible working.

Furthermore, previous geared cost-of-living pay reviews also applied a greater percentage increase to hourly rates below a specific pay threshold.

We recognise, however, that many of the issues driving pay gaps require a longer-term view. To this end, our People Strategy continues to:

1. Monitor proportions of men and women applying for jobs and being recruited
2. Monitor the proportions of men and women applying for and obtaining promotions.
3. Monitor the proportions of men and women leaving the organisation and their reasons for leaving.
4. Identify factors affecting the number of men and women in each role and pay band.
5. Monitor take-up of flexible working arrangements by gender and level across the School and promotion of flexible working arrangements where appropriate, in an effort to remove barriers to continued employment and progression.
6. Monitor key factors to assess the efficacy of flexible working and employee benefits programmes, such as:

UPPINGHAM

- a) the proportion of men and women who return to their original job after a period of maternity or other parental leave.
 - b) The proportion of men and women still in post a year on from a return to work after a period of maternity or other parental leave.
7. Review traditional male/female role divisions, such as why women tend to work in lower paid roles.
 8. Reviewing our recruitment processes to ensure there is no unconscious bias
 9. The implementation of a new salary scale for academic staff in September 2022, including competency-based performance measures and pay based on bandings rather than length of service should continue to reduce the gender pay gap among higher paid academic staff over time..

Our ultimate aim is to attract, retain and develop a workforce that is flexible, diverse and inclusive and delivers excellence in all aspects of Uppingham's operations.

Supporting Statement

I confirm that the above information has been prepared from payroll data on the snapshot date and fairly presents the Gender Pay Gap information for Uppingham School.

Barbara Matthews
Chair of Trustees