

Equality Report

April 2025

Introduction

The Donaldson Trust is committed to promoting equality, diversity, inclusion and respect in all aspects of school life. The Sensational Learning Centre (previously “Donaldson’s School”), as a grant aided school, is subject to the Public Sector Equality Duty (PSED) under the Equality Act 2010 and the associated specific duties in Scotland. We are required to ensure that our policies, practices and decision-making advance equality of opportunity, eliminate discrimination, harassment and victimisation, and foster good relations between people who share a protected characteristic and those who do not.

We recognise that equality and inclusion are fundamental to creating a positive, supportive and ambitious learning environment where all children, young people, colleagues, families and stakeholders are valued and able to participate fully. We are committed to embedding equality into our day-to-day operations, including our educational provision, employment practices, leadership, governance and engagement with the wider community.

This report demonstrates how we mainstream the equality duty across the school and outlines the steps we are taking to continually improve our performance in relation to equality, diversity and inclusion. It also supports transparency and accountability in meeting our statutory responsibilities.

The report includes information on:

- how equality is integrated into our functions across the school and our employment practice
- progress towards achieving our equality outcomes
- employee information and board diversity
- gender pay gap and equal pay information.

In carrying out our duties, we are guided by the principles of fairness, dignity, respect and inclusion. We aim to ensure that no individual or group experiences barriers to participation, achievement or opportunity on the basis of protected characteristics, socio-economic disadvantage or additional support needs.

We will continue to review our practices, engage with stakeholders and use evidence and data to help ensure that equality remains integral to the culture, values and continuous improvement of our school.

Mainstreaming the Equality Duty

School Context

The Sensational Learning Centre is a grant-aided special school (GASS) providing education for primary and secondary aged pupils. The school supports learners with a wide range of additional support needs, including communication differences, neurodiversity and social, emotional and wellbeing needs.

All pupils require highly personalised approaches to learning, communication and support. The school places a strong emphasis on creating an inclusive, nurturing and structured environment in which pupils feel safe, respected and able to engage fully in their learning.

A key feature of the school context is the use of adapted communication approaches and individualised learning pathways to ensure that all pupils can participate meaningfully in school life. Wellbeing is central to the school's approach, recognising that pupils achieve best when their emotional, social and communication needs are effectively supported.

Commitment to Equality

The Sensational Learning Centre is committed to providing an inclusive, equitable and rights-based learning environment where every pupil is valued and supported to achieve their full potential.

Our approach is underpinned by a strong ethos of inclusion, where diversity is recognised as a strength and barriers to participation are actively identified and removed. We promote a culture of respect,

belonging and high expectations, ensuring that all pupils experience positive relationships and meaningful opportunities.

Children's rights are central to our practice and we work to ensure that pupils are supported to express their views and are actively involved in decisions which affect them. We are committed to embedding equality across all aspects of school life, ensuring that it informs our curriculum, our relationships and our systems.

Through this approach, we aim to ensure that all pupils can access learning, develop confidence and participate fully in their school and wider community.

Understanding Equality in Our Setting

At the Sensational Learning Centre, the General Equality Duty is central to how we support pupils with additional support needs to access learning and achieve positive outcomes. The General Equality Duty is reflected in all aspects of school life and is embedded in learning and teaching, wellbeing and support systems, communication approaches and pupil voice and participation.

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

We take a proactive approach to ensuring that all pupils feel safe, respected and valued. This includes:

- Creating nurturing, structured environments
- Promoting positive relationships
- Responding effectively to any behaviours or incidents which may impact on pupils' wellbeing

Our approach ensures that all pupils are protected from discrimination and can learn in a supportive and inclusive environment.

2. Advance equality of opportunity between people who share a relevant protected characteristic and those who do not

We recognise that pupils begin with different needs and starting points and therefore require different levels and types of support. We work to:

- Remove barriers to learning and participation

- Provide personalised learning pathways
- Adapt communication and teaching approaches
- Ensure access to meaningful and engaging learning experiences

In our context, advancing equality means enabling every pupil to achieve their potential through tailored support and inclusive practice.

3. Foster good relations between people who share a protected characteristic and those who do not

We aim to build a strong sense of community where all pupils feel included and respected. This is achieved through:

- Promoting understanding of diversity and individual differences
- Supporting pupils to develop positive relationships
- Providing opportunities for shared experiences and collaboration

Through our curriculum and wider school experiences, we support pupils to develop confidence, empathy and a sense of belonging.

Equality in Daily Practice (Pupil Experience)

1. Curriculum and Learning

In daily practice this includes:

- Personalised learning pathways that reflect individual needs, interests and aspirations, including opportunities for accreditation where appropriate
- Learning and teaching approaches that recognise and celebrate neurodiversity, ensuring practice is adaptive and inclusive
- Purposeful links between learning and the wider world, including curriculum experiences that build life skills, independence and confidence
- A clear focus on helping pupils develop skills for learning, life and work through structured opportunities across the week (including community-based learning and wider achievements)

2. Inclusion and Support

In daily practice this includes:

- Integrated planning that brings together learning, wellbeing and support needs so colleagues can respond consistently and effectively.

- A strong emphasis on wellbeing, with targeted support and nurturing approaches that help pupils feel safe, included and ready to learn.
- Partnership working with families and professionals, recognising parents and carers as key partners in pupils' learning and planning
- Ongoing review of support systems and safeguarding processes to strengthen consistency and ensure pupils' rights and needs are central in day-to-day practice

3. Communication and Accessibility

In daily practice this includes:

- Developing and embedding approaches that support Total Communication, including the use of appropriate communication supports and strategies tailored to individual pupils.
- Ensuring learning environments, routines and expectations are communicated in ways that pupils can access, supporting engagement and emotional regulation
- Strengthening colleagues confidence and consistency in communication practice, recognising that shared approaches reduce barriers for pupils across the school day

4. Pupil Voice and Participation

In daily practice this includes:

- A Pupil Council that meets regularly and supports pupils to contribute to decision-making and improvement planning.
- Planned opportunities for pupils to give feedback on school experiences, learning activities and events, and to see how their views lead to change.
- Pupil consultation that supports participation in shaping the environment and wider aspects of school life

5. Wider Experiences and Opportunities

In daily practice this includes:

- Community-based learning experiences that support pupils to generalise skills and build confidence in real-world contexts
- Inclusive school events and programmes that promote belonging, celebration of achievement and opportunities for participation
- Partnerships that strengthen pupils' experiences and help remove barriers to participation, supporting wellbeing and positive outcomes

Equality in the context of employment

We are committed to providing equal opportunities in all aspects of employee lifecycle. We aim to create a workplace that is supportive, accessible and reflective of the communities we serve, ensuring everyone can reach their full potential.

We are committed to ensuring that **recruitment and selection** processes are fair, transparent and based on merit and ability. Recruitment procedures are regularly reviewed to help remove barriers and reduce the risk of discrimination or unconscious bias.

Role profiles and selection criteria are reviewed to ensure they are relevant and proportionate to the requirements of the role. Job advertisements are written using inclusive language and are promoted to a wide and diverse audience to encourage applications from underrepresented groups. Managers involved in recruitment are supported to understand inclusive recruitment practices and the impact unconscious bias can have on decision-making.

We are committed to accessible recruitment and offer reasonable adjustments and collecting confidential equality monitoring data to improve representation.

During the reporting period, we successfully progressed from **Disability Confident** Level 1 (Committed) to Level 2 (Employer) **accreditation**. This reflects our ability to evidence a range of actions focused on inclusive recruitment and supporting disabled staff.

All colleagues have access to **learning and development opportunities**, with training needs identified through regular discussions and reviews. Mandatory equality, diversity and inclusion training helps promote a respectful and inclusive culture across the organisation, and managers are equipped to apply fair people-management practices. Promotion opportunities are based on merit, suitability and experience and we aim to ensure all colleagues have fair access to development opportunities.

Employment policies, benefits and working conditions are regularly reviewed to ensure they remain **fair, inclusive and accessible**. Disciplinary, grievance and redundancy procedures are applied consistently and without discrimination. We monitor the experiences of fixed-term and part-time staff to ensure equal access to opportunities and benefits.

We are committed to supporting disabled colleagues and applicants by making **reasonable adjustments** wherever possible. Colleagues are encouraged to discuss support needs, and specialist advice may be sought to identify appropriate adjustments. Accessibility across workplaces and practices is kept under review to reduce barriers and improve inclusion.

Our approach to employment equality is having a positive impact across the organisation. Colleagues report increased confidence in accessing support and requesting reasonable adjustments, contributing to a more inclusive and supportive working environment. There are early signs of improved retention and engagement, alongside some increased diversity within applicant pools. We will continue to build on this progress to ensure equitable outcomes for all colleagues.

Progress towards our Equality Outcomes 2021 – 2025

Outcome 1 – Equality, diversity and inclusion are embedded across the curriculum and wider learning experiences

- Rights-based education strengthened through embedding RRSA principles in assemblies and class planning
- Inclusive ethos made more visible through re-established weekly whole-school assemblies
- Curriculum quality improved via revised forward planning formats with clearer focus on pace, challenge and differentiation
- Pupil-led curriculum experiences (e.g. film festival with Film and Screen Scotland partnership)
- Expanded community and industry partnerships (Bikeability, local organisations)
- Ongoing review and adaptation of HWB, literacy and numeracy resources to meet learner needs

Equality, diversity and inclusion are embedded across the curriculum, with clear evidence of inclusive, rights-based and real-world learning. Pupils are engaged in meaningful, relevant experiences, including community-based and creative learning, supporting increased participation, confidence and application of skills.

Outcome 2 – Barriers to participation for pupils and colleagues with protected characteristics are reduced through inclusive practice and personalised support

- IEPs reviewed to reflect strengths-based, person-centred language
- Wellbeing tracking reinstated; safeguarding strengthened through Steering Group processes
- PEF used to support play therapy and targeted interventions
- Performance & Development processes introduced to support colleague equity and consistency
- Trauma-informed training delivered to colleagues (Jan–Mar 2025)
- Whole-colleagues safeguarding training (e.g. self-harm, DCPL refresh)

Inclusive practice is well established, with personalised, strengths-based approaches enabling pupils to access learning more equitably. Pupils demonstrate improved engagement and wellbeing, and colleagues confidence has increased in supporting diverse needs, resulting in more consistent and inclusive practice across the school.

Outcome 3 – Pupils, families and colleagues are actively involved in decision-making and have a meaningful voice in shaping the school

- Pupil Council reactivated in line with UNCRC Article 12
- Structured professional dialogue embedded across colleagues
- Parent Forum established (Nov 2024)
- Colleague Forum established
- Whole-school consultation informing 2024/25 improvement planning

Pupil, family and colleagues voice is embedded across the school, with regular opportunities for participation in decision-making. Pupils are increasingly confident in expressing their views, and stakeholders report feeling listened to, with clear structures in place to support consultation and collaboration.

Outcome 4 – A positive, inclusive culture is promoted where diversity is respected and good relations are fostered

- Refreshed values co-developed with pupils, colleagues and families
- Weekly assemblies promoting shared ethos and belonging
- Ongoing relational and trauma-informed practice embedded
- RRSA and rights-based approaches embedded across school
- Annual Inclusion calendar in place guiding inclusion-themed events and celebrations throughout the year

A strong, inclusive and rights-based culture is evident across the school. Pupils consistently report feeling safe, respected and valued, and positive relationships underpin all aspects of school life, contributing to a strong sense of belonging and community.

Outcome 5 – Inclusive communication approaches are developed to support engagement, understanding and participation

- SALT planning strengthened through structured planning formats
- Total Communication identified as a key priority
- Communication Working Group established
- Draft Total Communication Strategy developed (2025)

Inclusive communication approaches are increasingly embedded, with improved consistency in practice across the school. Pupils demonstrate greater understanding and ability to express their needs and views, supporting increased participation, engagement and access to learning.

Outcome 6 – Colleagues demonstrate understanding of equality, diversity and inclusion through ongoing professional learning

- Equality, diversity and inclusion training embedded and consistently completed
- Content regularly updated to reflect current legislation, including the Equality Act and protected characteristics
- High completion rates maintained and monitored through robust reporting to leadership
- Increased colleague confidence in applying inclusive practice across roles

Equality, diversity and inclusion professional learning is well embedded across the organisation. Colleagues demonstrate a secure understanding of relevant legislation and inclusive practice, supported by regularly updated training and high completion rates. Monitoring and reporting processes are well established, with clear oversight from leadership. As a result, there is increased confidence and consistency in applying inclusive approaches across all areas of practice.

Outcome 7 – Equality and diversity data is used to inform planning and support inclusive practice

- Data systems established and consistently maintained
- Regular analysis and reporting of equality and diversity data embedded
- Data increasingly informs strategic planning and improvement priorities
- Clear link between data insights and targeted actions to support inclusion

Equality and diversity data is collected, maintained and analysed to support effective planning and decision-making. There is clear evidence that data is used to identify trends, inform priorities and shape targeted interventions. This has strengthened the organisation's ability to respond to need and improve outcomes. Ongoing work will focus on deepening analysis and further embedding data-informed practice across all levels.

Involvement and Engagement with Stakeholders

We recognise the importance of engaging pupils, families, colleagues and partners in shaping our approaches to equality and inclusion.

During the reporting period, we have engaged with stakeholders through:

- Pupil voice structures, including the Pupil Council and ongoing feedback opportunities within learning and wider experiences
- Parent and carer engagement, including the establishment of a Parent Forum and opportunities to contribute through surveys, meetings and workshops
- Colleague consultation and collaboration, including Colleague Forum, structured professional dialogue, self-evaluation activities and team-based reflection
- Partnership working, with external agencies contributing to curriculum delivery, wellbeing support and school improvement

Stakeholder feedback has highlighted a strong culture of respect, inclusion and collaboration, with pupils reporting that they feel listened to and valued, and colleagues recognising a positive, collegial working environment.

Engagement with stakeholders has directly informed:

- The development of school improvement priorities, particularly in relation to equality outcomes, wellbeing, communication and pupil voice
- The continued embedding of a rights-based approach, including UNCRC and RRSA work
- The design and adaptation of curriculum experiences and wider opportunities
- The development of communication approaches, including Total Communication
- The strengthening of self-evaluation processes, ensuring a wider range of perspectives is considered

Stakeholder feedback has also identified areas for development, including:

- Increasing visibility of how feedback leads to change
- Strengthening pupil leadership and agency

- Further involving families and partners in strategic decision-making

Key Strengths

Key strengths in our approach to equality include:

- A strong inclusive ethos, where pupils feel safe, respected and valued
- A clear commitment to wellbeing, communication and personalised support
- Effective opportunities for pupil voice and participation
- The development of inclusive, real-life learning experiences
- A growing culture of self-evaluation and reflective practice
- Strong relationships with families, colleagues and partners

Areas for Development

While significant progress has been made, we recognise the need to continue to develop:

- Consistency of practice across all colleagues and contexts
- More targeted approaches to reducing inequalities in outcomes for specific groups
- Further embedding and consistency of inclusive communication approaches
- Strengthening how pupil voice leads to visible and measurable change
- Improving the use of data to evidence impact at pupil level
- Increasing involvement of families and partners in strategic decision-making

These areas for development have directly informed our Equality Outcomes for 2025–2029.

Equality Outcomes 2025 – 2029

Outcome	Focus	Measures of Success
<p>A coherent, inclusive curriculum is in place which explicitly develops pupils' understanding of equality, identity and diversity</p>	<p>Embedding equality, diversity and rights explicitly across all curriculum areas</p> <p>Developing opportunities for pupils to explore identity, relationships and community</p> <p>Strengthening links between curriculum learning and real-life experiences</p> <p>Supporting colleagues to deliver rights-based and inclusive learning consistently</p>	<p>Equality and diversity are clearly visible across all learning environments and experiences</p> <p>Pupils demonstrate increased understanding of themselves, others and the wider world</p> <p>Learning is consistently inclusive, relevant and engaging for all pupils</p> <p>Colleagues can evidence how the curriculum supports inclusion, participation and pupil development</p>
<p>Equity gaps in participation, wellbeing and achievement are identified and reduced for targeted groups of pupils</p>	<p>Strengthening the use of data to identify patterns, trends and gaps across groups</p> <p>Developing targeted interventions to support identified pupils</p> <p>Improving tracking of wellbeing, participation and attainment</p>	<p>Clear identification of gaps in participation, wellbeing and attainment</p> <p>Evidence of targeted actions leading to improved outcomes for specific groups</p> <p>Increased consistency in pupil engagement and participation</p>

	Ensuring equitable access to all aspects of school life	Improved wellbeing and attainment outcomes across the school
All pupils are enabled to communicate their views, with inclusive approaches ensuring equitable representation in decision-making	<p>Embedding inclusive communication approaches to support all pupils to express their views</p> <p>Removing barriers to participation for pupils with complex communication needs</p> <p>Developing a wider range of approaches to gathering pupil voice</p> <p>Ensuring participation is representative of all pupil groups</p>	<p>All pupils are able to express their views using appropriate communication methods</p> <p>Increased participation from pupils who may previously have been under-represented</p> <p>Colleagues consistently use inclusive communication approaches to support participation</p> <p>Pupil voice reflects a broad and representative range of learners</p>
Pupil voice demonstrably influences school improvement, policy and practice	<p>Strengthening systems to ensure pupil voice leads to action and change</p> <p>Increasing opportunities for pupils to contribute to decision-making</p> <p>Making the impact of pupil voice visible to</p>	<p>Clear examples of changes to practice, environment or policy as a result of pupil input</p> <p>Pupils understand how their views have influenced decisions</p> <p>Pupil voice is embedded within</p>

	<p>pupils and stakeholders</p> <p>Linking pupil voice more directly to school improvement planning</p>	<p>school improvement processes</p> <p>Increased pupil confidence, agency and leadership</p>
<p>A consistent, whole-school approach to inclusive communication is embedded across all contexts</p>	<p>Embedding Total Communication approaches across all colleagues</p> <p>Developing consistency in communication strategies across learning and support contexts</p> <p>Strengthening colleague confidence and competence in inclusive communication</p> <p>Monitoring the impact of communication approaches on engagement and behaviour</p>	<p>Consistent communication approaches are evident across all areas of the school</p> <p>Pupils demonstrate improved understanding, engagement and ability to communicate</p> <p>Increased participation from pupils with complex communication needs</p> <p>Colleagues confidently and consistently use a range of inclusive communication strategies</p>
<p>A diverse, representative and inclusive workforce is developed and sustained</p>	<p>Attracting, recruiting and retaining a diverse workforce that reflects the communities we serve</p> <p>Embedding inclusive recruitment, selection</p>	<p>Increased diversity across the workforce</p> <p>Recruitment and selection processes are demonstrably fair, transparent and inclusive</p>

	<p>and progression practices</p> <p>Removing barriers for colleagues with protected characteristics across the employee lifecycle</p> <p>Strengthening development opportunities for under-represented groups</p>	<p>Improved retention rates for colleagues with protected characteristics</p> <p>Colleagues report feeling valued, supported and able to progress within the organisation</p> <p>Clear evidence of equitable access to professional learning and development opportunities</p>
<p>An inclusive workplace culture is embedded, where all colleagues feel respected, supported and able to thrive</p>	<p>Strengthening an inclusive, anti-discriminatory workplace culture</p> <p>Developing proactive approaches to wellbeing, reasonable adjustments and support</p> <p>Ensuring colleagues feel safe to share experiences and raise concerns</p> <p>Embedding accountability for equality and inclusion across all leadership levels</p>	<p>Colleague feedback indicates high levels of belonging, inclusion and psychological safety</p> <p>Increased confidence in reporting and addressing inequality</p> <p>Consistent application of inclusive policies and practices across all teams</p> <p>Evidence of effective support, including reasonable adjustments and wellbeing provision</p>

		Leaders demonstrate clear accountability for promoting equality, diversity and inclusion
--	--	--

Employee Information

We collect and use equality monitoring information to help us understand the diversity of our workforce and job applicants, identify potential barriers, and support the development of fair and inclusive employment practices. Equality information is gathered throughout recruitment and employment processes, including during application and induction stages. Providing this information is voluntary (which means we may not have data for every applicant and employee), confidential and separate from recruitment decision-making processes. Equality monitoring data is not visible to recruiting managers or interview panels and is used solely for monitoring, analysis and reporting purposes.

We regularly review and update colleague information, including where new information is shared during employment, such as through workplace adjustment requests or wellbeing support processes. This helps us better understand the needs of our workforce and ensure appropriate support is available.

The information collected supports us to monitor the diversity and composition of our workforce, identify underrepresentation or potential inequalities, review the fairness of recruitment, development and employment practices, inform equality outcomes and improvement actions and better meet our responsibilities under the Equality Duty. We recognise that some colleagues and applicants choose not to disclose personal information relating to protected characteristics. We continue to encourage voluntary disclosure and review our systems and processes to improve the quality, consistency and retention of equality monitoring data

while ensuring confidentiality and data protection requirements are maintained.

Employee and gender pay gap information in this report relates to Sensational Learning Centre employees only.

Composition of our employees at Sensational Learning Centre

As of 31 March 2025, the Sensational Learning Centre employed 13 members of staff, out of whom 9 (69%) worked full time and 4 (31%) worked part time. The headcount is similar to 2023, when the school employed 15 members of staff.

The breakdown of our employee, job applicant and trustee data is included in appendices 1 and 2. Our workforce data indicates that the colleague profile remains predominantly female, which is consistent with trends in the education sector. Ethnic diversity is also limited, and high levels of non-disclosure across several characteristics reduce the depth of insight available. Encouragingly, there has been an increase in the proportion of colleagues identifying as disabled, suggesting improved representation and/or confidence in sharing information. It is worth highlighting that our overall colleague numbers are very small, and therefore percentage figures should be interpreted with caution, as small numerical changes can result in proportionally large fluctuations that may not be indicative of wider trends.

Gender Pay Gap Information

Gender	Number of employees	Average hourly rate	Pay gap
Female	12	£22.56	
Male	1	£31.98	
			29.46%

	Female	Males
Management	2	0
Teachers	3	1
Learning and Wellbeing Practitioners	5	0
Other	2	0

The gender pay gap information for the school is impacted by our very low numbers overall. We only had one male employee working at the school at the time of reporting, in a teaching role which is higher paid, and this significantly impacted on this figure. In the last reporting period we also had one male member of staff but in a practitioner role, which led to a gender pay gap of -56.2%. These figures should therefore be interpreted with caution.

The pay gap reflects distribution of roles rather than issue with equal pay.

We are confident that our pay arrangements are appropriate and robust, supported by a clear and transparent pay scale. There is no provision for bonus or commission payments, which helps ensure consistency and fairness in pay decisions. As a result, there is no opportunity for discretionary pay awards that could disproportionately favour one gender over another. There is no evidence of unequal pay for like work or work of equal value.

Equal Pay Statement

We are committed to ensuring fairness and equality in pay for all colleagues. We recognise that everyone is entitled to equal pay for work of equal value, regardless of any protected characteristic, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We operate transparent pay structures based on the responsibilities and requirements of each role. Pay decisions are made using clear, objective

criteria and are not influenced by personal characteristics. Annual pay reviews are subject to appropriate governance and oversight. There are no pay entitlements which benefit or disadvantage a protected group.

We are committed to maintaining equality in pay for like work, work rated as equivalent and work of equal value. Where pay differences exist, we will review and address these where appropriate. We also recognise that workforce composition can influence pay gaps and will continue to monitor this through regular analysis.

We are proud to be a Living Wage employer.

We will continue to monitor our pay practices and report on progress as appropriate.

Appendix 1

Employee Composition Data at 31 March 25

Age

29 or under		30-39		40-49		50-59		60 and over	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
0%	0%	0%	38.5	7.7%	30.8%	0%	38.5%	0%	7.7%

Disability

Disabled	Not disabled / not known
46.2%	53.8%

Gender reassignment

Cisgender / not known	Transgender
100%	0%

Marriage and civil partnership

Cohabiting	Divorced	Married	Separated	Single	Unknown
15.4%	15.4%	46.2%	0%	7.7%	15.4%

Race

Black	Asian	White	Unknown / prefer not to say
0%	7.7%	61.5%	30.8%

Religion and belief

Christian	Humanist	Agnostic	No religion or belief	Prefer not to say
7.7%	0%	0%	15.4%	76.9%

Sex / Gender

Female	Male	Other
92.3%	7.7%	

Sexual Orientation

Heterosexual	Gay	Not known
23.1%	0%	76.9%

Part or full-time

Full-time (male)	Full-time (female)	Part-time (male)	Part-time (female)
7.7%	61.5%	0%	30.8%

Board of trustees

Male	Female
36.4%	63.6%

29 or under	30-39	40-49	50-59	60 and over
0%	9.1%	27.3%	54.5%	9.1%

Appendix 2

Recruitment Monitoring Data 2024/2025

Gender

	Applied	Offer
Male	20%	0%
Female	66.7%	40%
Trans Person	0%	0%
In another way / Prefer not to say	6.7%	0%

Ethnicity

	Applied	Offer
White - Scottish	66.7%	20%
White - British	6.7%	6.7%
White - Other British	13.3%	6.7%
White - European	0%	0%
Mixed or multiple ethnic group	0%	0%
Asian	6.7%	6.7%
Other ethnic group	0%	0%
Prefer not to say	0%	0%

Sexual Orientation

	Applied	Offer
Heterosexual/Straight	86.7%	40%
Gay/Lesbian	6.7%	0%
Bisexual	0%	0%
Other	0%	0%
Prefer not to say	0%	0%

Disability

	Applied	Offer
Yes	40%	13.3%
No	53.3%	26.7%
Prefer not to say	0%	0%

Religion and Belief

	Applied	Offer
Muslim	0%	0%
Hindu	0%	0%
Roman Catholic	26.7%	0%
Church of Scotland	0%	0%
No religion or belief	66.7%	40%
Other	0%	0%
Other Christian	0%	0%
Prefer not to say	0%	0%

Age

	Applied	Offer
29 or under	13.3%	6.7%
30-39	20%	13.3%
40-49	40%	20%
50-59	13.3%	6.7%
60 and over	13.3%	0%