



Mosaic Partnership Trust

Professional Growth and Pay Policy (Ref 19 MPTPGAP)





History of most recent policy changes

Version	Date	Page	Change	Origin of Change
V1.0	25/08/2024	Whole Document	Adoption by the Mosaic Partnership Trust and Implementation	Updated DfE Guidance & model policy Teacher Appraisal Guidance for Schools July 24

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Professional Growth and Appraisal Policy (Ref 19 MPTPGAP)

1.0 Introduction and General Principles

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, support staff, Headteachers (which covers Executive Headteachers) and the Mosaic Partnership Central Team.

The policy covers professional growth and appraisal and applies to all those named above employed by the trust, except those on contracts of less than one term, those undergoing induction (i.e. ECTs) and those who are subject to capability procedures. In the context of this policy all those named in paragraph 1 will be referred to as staff unless specific roles are required for the purposes of detail.

The policy complies with the Appraisal Regulations (as set out in the Education (School Teachers' Appraisal) (England) Regulations 2012) and although this is not a legal requirement for academies, the Mosaic Partnership Trust complies with these Appraisal Regulations. It has been consulted on with staff and/or the recognised trade unions. It was last updated in September 2024.

Where there are concerns about aspects of staff work performance, at any point throughout the appraisal process, staff should receive informal focused support. In most cases this should be separate and come before any capability procedures are considered. This might include mentoring, training, or resources to address specific needs.

Staff should normally only enter capability procedures when there is unsatisfactory progress made with their work performance that the appraisal process, including the informal support mechanisms have been unable to address. See separate [guidance on capability procedures](#).

In adopting this policy the aim is to:

- Ensure the appraisal process is supportive and developmental
- Conducted within a culture of openness, transparency and fairness
- Encourage a member of staff's commitment to professional development, pedagogical excellence (where appropriate) and effective performance
- Reduce any unnecessary workload surrounding the appraisal process

2.0 Professional Growth and Appraisal

Professional Growth and Appraisal in the Mosaic Partnership Trust will be a supportive and developmental process designed to ensure that all staff have or fully develop the skills and access to support they need to carry out their role effectively. It will help to ensure that they are able to continue to improve their professional practice.

3.0 The Professional Growth and Appraisal Period

The appraisal period will run for twelve months from October 2024 to October 2025.

Staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract including any induction period and individual staff members' objectives should take account of the length of the contract.

There is flexibility to have a longer or shorter appraisal period when staff begin or end employment with a school/Trust.



4.0 Appointing Appraisers

All headteachers will be appraised by the Director of Education who is delegated to undertake this responsibility by the Chief Executive Officer, they are supported by two members of each school's Academy Community Council (in line with the Trust's Delegated Authority Framework).

The Chief Executive Officer and the Director of Education are appraised separately by two appointed Trustees, supported by an external advisor with the relevant educational and academy trust experience. The CEO appraises other members of the central team or delegates this as appropriate aligning the appraiser and the appraisee against their respective roles.

Each headteacher will decide who will appraise teachers and support staff but where they are an Executive Head they will line manage and appraise either Heads of School or Deputy Heads. At all times the headteacher should consider the skills and experience of those providing appraisal and ensure that they receive appropriate guidance and support in fulfilling their roles and responsibilities. They should also place at the heart the important principles of equality of opportunity and supporting well-being.

5.0 Setting Objectives

Objectives will be set by the relevant appraiser who has been delegated to undertake this role. The Trust has a duty to have regard to the work-life balance of all staff. Objectives set for all staff will reflect this.

Two objectives will be set for all members of staff; the first objective will focus on developing pedagogical excellence for teaching staff (support staff where appropriate) or a specific aspect that is relevant to the member of staff's role.

The second objective will focus on an aspect of professional development linked to the individual staff member's role.

Objectives will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the role and level of experience. Objectives for all staff will be set before, or as soon as practicable after, the start of each appraisal period.

Objectives and appraisal discussions will not be based on staff generated data and predictions, or solely on the assessment data for a single group of children. Objectives should have a strong focus on effective professional development and growth to ensure that all staff stay up to date with the latest methodologies, technologies, and educational or role specific research. The objectives set for each member of staff will, if achieved, contribute to the Trust's plans for improving the educational provision and performance and improving the education of all children across the Trust.

In the unlikely situation that objectives can't be agreed, the appraiser will determine the objectives. The appraisee can record their disagreement on the appraisal statement and this will be taken into account at the appraisal review. It is expected that the appraiser would take appropriate advice from their line manager (where appropriate) in any situation where objectives cannot be agreed.

Objectives should be revised if circumstances change, such as but not limited to a member of staff going on maternity leave, or undergoing surgery/medical treatment, to take account of the anticipated absence and to allow the member of staff to meet reduced and attainable objectives.

Staff performance is assessed against their objectives, and the relevant standards. The appraiser will need to set out what they will take into account when making judgements as to whether staff have met their objectives and the relevant standards. Numerical targets should not be set if it is beyond the member of staff's control to achieve them. Evidence used in the professional growth and appraisal process must relate directly to objectives and should be agreed in advance and be readily available from day-to-day practice.

This might but does not have to include:

- improvements in specific elements of practice or the job role, such as behaviour management, development of pedagogy or providing feedback,



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- impact on effectiveness of teachers or other staff,
- wider contribution to the work of the school / Trust.

6.0 Reviewing Performance

The Appraiser and Appraisee will discuss and agree what evidence will be taken into account when making judgements about a member of staff's performance and whether they have met the relevant standards and their individual objectives. This evidence will be decided upon when the objectives are being set at the beginning of the appraisal process.

The Trust believes that a range of different methods should be utilised, in a supportive manner, to assess the member of staff's performance. However, any agreed methods of assessing performance should not add to individual workload.

7.0 Development and Support

Professional growth and appraisal is a supportive process which will be used to inform continuing professional development. The Trust wishes to encourage a culture in which all staff take responsibility for improving through appropriate professional development. Professional development will be linked to Trust improvement priorities (where appropriate) and to the ongoing professional development needs and priorities of individual members of staff.

8.0 Feedback

Staff will receive constructive feedback on their performance throughout the year, with members of the Central Team receiving monthly supervision. Feedback will highlight areas of strength as well as any areas that require further development or support.

9.0 Assessment against Teachers' Standards / Headteacher' Standards for relevant staff

Teachers' performance will be assessed against the relevant [teachers' standards](#) to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career. As part of the professional growth and appraisal process, teachers will reflect upon the Teachers' Standards to identify their strengths and areas for further development.

Headteachers' performance will be assessed against the Headteacher Standards. The [Headteachers' Standards](#) are relevant to all headteachers and set out how they meet these high expectations. The [teachers' standards](#), including the personal and professional code of conduct, provide a foundation upon which the standards for headteachers are built.

Headteachers, like other teachers, are expected to meet the Teachers' Standards. The Headteachers' Standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the Teachers' Standards.

The first section of the Headteachers' Standards outlines the ethics and professional conduct expected of headteachers. This is developed from part 2 of the Teachers' Standards and defines the behaviour and attitudes expected of headteachers.

As part of the professional growth and appraisal process, headteachers will reflect upon the Headteachers' Standards to identify their strengths and areas for further development.

Appraisers should use their professional judgement when appraising performance. Staff should not be expected to routinely provide evidence that they meet all the standards.

As a Trust, we do not adopt rigid models that seek to set out exactly what the relevant standards mean for teachers (and other staff) at different stages in their careers.



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10.0 Informal Support

Except in the most serious cases of persistent failures to meet job expectations and teaching standards (teaching members of staff including Headteachers), resulting in negative consequences on the children and the Trust, staff should not ordinarily be placed in capability procedures without first undergoing a period of informal support as part of the professional growth and appraisal process. Where there are concerns about any aspects of the member of staff's performance the appraiser will meet the member of staff to:

- inform them that they are going to be receiving informal support due to performance concerns;
- give clear and specific feedback to the member of staff about the nature and seriousness of the concerns;
- give the member of staff the opportunity to comment and discuss the concerns;
- set clear objectives and timescales for required improvement;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the Trust but should reflect the seriousness of the concerns);
- explain the implications and process if no, or insufficient, improvement is made – e.g. commencement of capability procedure.

There should be a clear relationship between the issue, the objectives set, and the planned documented programme of support put in place. The line manager/appraiser should partner with the member of staff in a collaborative manner to establish objectives and timelines, taking into account the member of staff's circumstances. This may include any medical conditions, well-being support needs, or disabilities protected by equality legislation.

Informal support should be provided for a reasonable period to allow for performance improvement. In most cases, this is a minimum of 6 weeks. However, the duration will be determined based on the specific circumstances, with appropriate support in place to facilitate improvement. The appraiser should meet with the member of staff regularly to assess progress and ensure the agreed-upon support is being provided.

When progress is reviewed, after the agreed upon period, if the appraiser is satisfied that the member of staff has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.



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11.0 Transition to Capability

If a member of staff demonstrates serious underperformance or has not responded to support provided within the informal support process, the member of staff will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure and will be invited to a formal capability meeting.

Disciplinary procedures will only be triggered by factors related to misconduct or breach of professional standards. If appropriate to the circumstances, they can run concurrently.

12.0 Annual Assessment

Each member of staff's performance will be assessed in respect of each appraisal period. This assessment is the end point to the annual professional growth and appraisal process, but performance and development priorities will be reviewed and addressed during term 4 / term 5.

The member of staff will receive as soon as practicable following the end of each appraisal period an appraisal report. They will have the opportunity to comment on the report.

The appraisal report will include:

- details of the member of staff's objectives for the appraisal period in question;
- an assessment of the member of staff's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the member of staff's professional development needs and identification of any action that should be taken to address them;
- details of a discussion on wellbeing and workload and career progression/aspirations;
- a recommendation on pay where that is relevant;

The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.

For teaching members of staff and Headteachers, Appendix 1 and 2 should be used to reflect on the relevant professional standards.

The Chief Executive, Chief Finance Officer and Finance and Resource Committee (FRC) who represent the Trust Board, are responsible for determining the salaries of teaching staff in accordance with the provisions of the School Teachers' Pay and Conditions Document (STPCD) and for support staff in accordance with the National Joint Council for Local Government Services National Agreement on Pay and Conditions (Green Book) and the associated local provisions. Please refer to the Trust's Pay Policy which aligns with the Professional Growth and Appraisal Policy.



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Appendix 1: Reflection on the Teachers' Standards

The post holder should complete this reflection considering strengths and areas for development against each standard and, most importantly, what they might do next to become even better.

*Please note, you **do not** need to comment on every bullet point.*

PART ONE: Teaching	
Set high expectations which inspire, motivate and challenge pupils	Self-reflection comments
<ul style="list-style-type: none"> • Establish a safe and stimulating environment for pupils, rooted in mutual respect. • Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. • Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	
Promote good progress and outcomes by pupils	
<ul style="list-style-type: none"> • be accountable for pupils' attainment, progress and outcomes • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • encourage pupils to take a responsible and conscientious attitude to their own work and study. 	
Demonstrate good subject and curriculum knowledge	
<ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use 	



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<p>of standard English, whatever the teacher's specialist subject</p> <ul style="list-style-type: none"> • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. 	
<p>Plan and teach well-structured lessons</p>	
<ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 	
<p>Adapt teaching to respond to the strengths and needs of all pupils</p>	
<ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. 	



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<p>Make accurate and productive use of assessment</p>	
<ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. 	
<p>Manage behaviour effectively to ensure a good and safe learning environment</p>	
<ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. 	
<p>Fulfil wider professional responsibilities</p>	
<ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • communicate effectively with parents with regard to pupils' achievements and well-being. 	



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Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



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Appendix 2: Reflection on the Headteachers' Standards

The post holder should complete this reflection considering strengths and areas for development against each standard and, most importantly, what they might do next to become even better.

*Please note, you **do not** need to comment on every bullet point.*

PART ONE: Culture and Behaviour	
School culture	Self-reflection comments
1.a) establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community 1.b) create a culture where pupils experience a positive and enriching school life 1.c) uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life 1.d) promote positive and respectful relationships across the school community and a safe, orderly, and inclusive environment 1.e) ensure a culture of high staff professionalism	

2. Behaviour	Self-reflection comments
2.a) establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils 2.b) ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy 2.c) implement consistent, fair, and respectful approaches to managing behaviour 2.d) ensure that adults within the school model and teach the behaviour of a good citizen	



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PART 2: PEDAGOGY AND CURRICULUM	
3. Teaching	Self-reflection comments
<p>3a) establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn</p> <p>3b) ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains</p> <p>3c) ensure effective use is made of formative assessment</p>	
4. Curriculum and Assessment	Self-reflection comments
<p>4a) ensure a broad, structured, and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught</p> <p>4b) establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities</p> <p>4c) ensure that all pupils are taught to read the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading</p> <p>4d) Ensure valid, reliable, and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum</p>	



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5. Additional and Special Educational Needs	Self-reflection comments
<p>5a) ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities</p> <p>5b) establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively</p> <p>5c) ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs⁸ and special educational needs and disabilities⁹ of pupils, providing support and adaptation where appropriate</p> <p>5d) ensure the school fulfils its statutory duties with regard to the SEND code of practice</p>	

PART 3: OVERALL EFFECTIVENESS	
6. Professional Development	Self-reflection comments
<p>6a) ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team, and individual needs</p> <p>6b) prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development</p> <p>6c) ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning</p>	



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7. Organisational management	Self-reflection comments
<p>7a) ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care</p> <p>7b) prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds</p> <p>7c) ensure staff are deployed and managed well with due attention paid to workload</p> <p>7d) establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently</p> <p>7e) ensure rigorous approaches to identifying, managing, and mitigating risk</p>	

8. Continuous school improvement	Self-reflection comments
<p>8a) make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement</p> <p>8b) make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement</p> <p>8c) ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time</p>	



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9. Working in Partnership	Self-reflection comments
<p>9a) forge constructive relationships beyond the school, working in partnership with parents, carers, and the local community</p> <p>9b) commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support</p> <p>9c) establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils</p>	

10. Governance and accountability	Self-reflection comments
<p>10a) understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility</p> <p>10b) establish and sustain professional working relationship with those responsible for governance</p> <p>10c) ensure that staff know and understand their professional responsibilities and are held to account</p> <p>10d) ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties</p>	



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Appendix 3

Postholder summary of reflections against the Teachers' Standards
(To be completed prior to Professional Growth and Appraisal Meeting in term 1/2)

Key Strengths (maximum of 5)	Potential growth areas (maximum of 3)
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Appraiser Response *(to be completed during Professional Growth and Appraisal Meeting in term 1/2)*

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Appendix 4

Postholder reflection against the Headteachers' Standards / career stage / school strategic plan

(To be completed prior to Professional Growth and Appraisal Meeting in term 1/2)

Key Strengths (maximum of 5)

Potential growth areas (maximum of 3)

Appraiser Response *(to be completed during Professional Goal Meeting in term 1)*



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Appendix 5 – All Staff Appraisal Form (Teaching and Support)

Mosaic Partnership Trust Professional Growth and Appraisal Report 20XX-20XX		
Name of school (if applicable):	Name of postholder:	
Appraiser	Date of meeting:	Appointed Academy Community Councillors (for headteacher appraisal only):
Professional Growth and Appraisal Objectives 20XX-20XX		
Objective 1:		
Success Criteria:	Evidence that will be used to assess performance:	
Objective 2:		
Success Criteria:	Evidence that will be used to assess performance:	
Relevant Professional Standards to be assessed against:		
Evidence that will be used to assess performance against standards:		
What would I like to be considered to support my career progression and aspirations?		



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What would I like to be considered to support my ongoing well-being and workload?	
Agreement of objectives (Appraiser) Date: Sign:	Agreement of objectives (Appraisee) Date: Sign:
Mid-Point Review Meeting	Date:
Objective 1:	
Review:	
Objective 2:	
Review:	
Discussion around professional standards (where relevant)	
Any other comments:	
Final Review Meeting	Date:
Objective 1	
Review (please identify if the objective has been met / partially met / not met as part of this review)	
Objective 2	
Review (please identify if the objective has been met / partially met / not met as part of this review)	



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Review of Professional Standards
Discussion around wellbeing and workload
Any other final comments <u>Appraisee:</u> <u>Appraiser:</u>
I have had an opportunity to review and comment on this appraisal report. Postholder: Sign: Date:
Appraiser: Sign: Date: