

THE LION WORKS SCHOOL POLICY



Staff Probation & Appraisal Policy

Author of policy and position of responsibility: Justine Collinson, Headteacher	Date policy finalised September 2024
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Context

The Lion Works School is an independent special school. We are part of an ethical and progressive organisation that believes it can achieve real change for children, young people and their families.

The Lion Works School is situated within the BCP local authority. We offer an academic and vocational specialist learning provision across KS3, KS4 and Post 16 aiming to reduce barriers to enable successful learning experiences and outcomes. There are a variety of routes a student can take, which include GCSEs, BTECs and other accredited qualifications whilst building confidence, improving wellbeing, enabling self-regulation and increasing attendance. Our school is full of life and has a wealth of resources to spark interest and ignite that passion to achieve, equipping our students for everyday life and the opportunities that await them.

We adhere to the values of ARC:

Ambition

Resilience

Community

The Lion Works School operates within the SPELL framework. SPELL is The National Autistic Society's framework for understanding and responding to the needs of children and adults on the autism spectrum. It focuses on five principles that have been identified as vital elements of best practice in autism and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

SPELL stands for Structure, Positive approaches and expectations, Empathy, Low arousal, Links:

Structure	Structure makes the world a more predictable, accessible and safer place. We can support people on the autism spectrum in creating structured environments using visual information.
Positive (approaches and expectations)	We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.
Empathy	We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them.
Low arousal	Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration.
Links	Autistic people, their parents or advocates should be seen as partners. Open links and communication will reduce the risk of misunderstanding, confusion or the adoption of fragmented, piecemeal approaches.

Aims

This policy aims to:

- Set out the arrangements for appraising staff members, including the process and the responsibilities of individuals.
- Ensure consistency and fairness across the school.
- Create a process where staff professional development is supported and encouraged, in the context of the school's latest Ofsted report, our school development plan and the Teachers' Standards.
- Ensure staff have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils.

Legislation

As an independent school, we are free to determine our own appraisal arrangements. This policy is based on the following DfE guidance:

- [Teacher appraisal and capability: model policy](#)

Definitions

In this policy, the term 'teacher' refers to classroom teachers, middle and senior leaders, and the Headteacher. Where relevant, this policy details further detail regarding arrangements for Headteachers.

Early career teachers (ECTs) starting their induction on or after 1 September 2021 are not subject to annual appraisal and pay review cycles during their induction period and are not covered by this policy.

Arrangements for ECT appraisal will follow our ECT induction policy, and the [statutory induction process for ECTs](#).

Probation

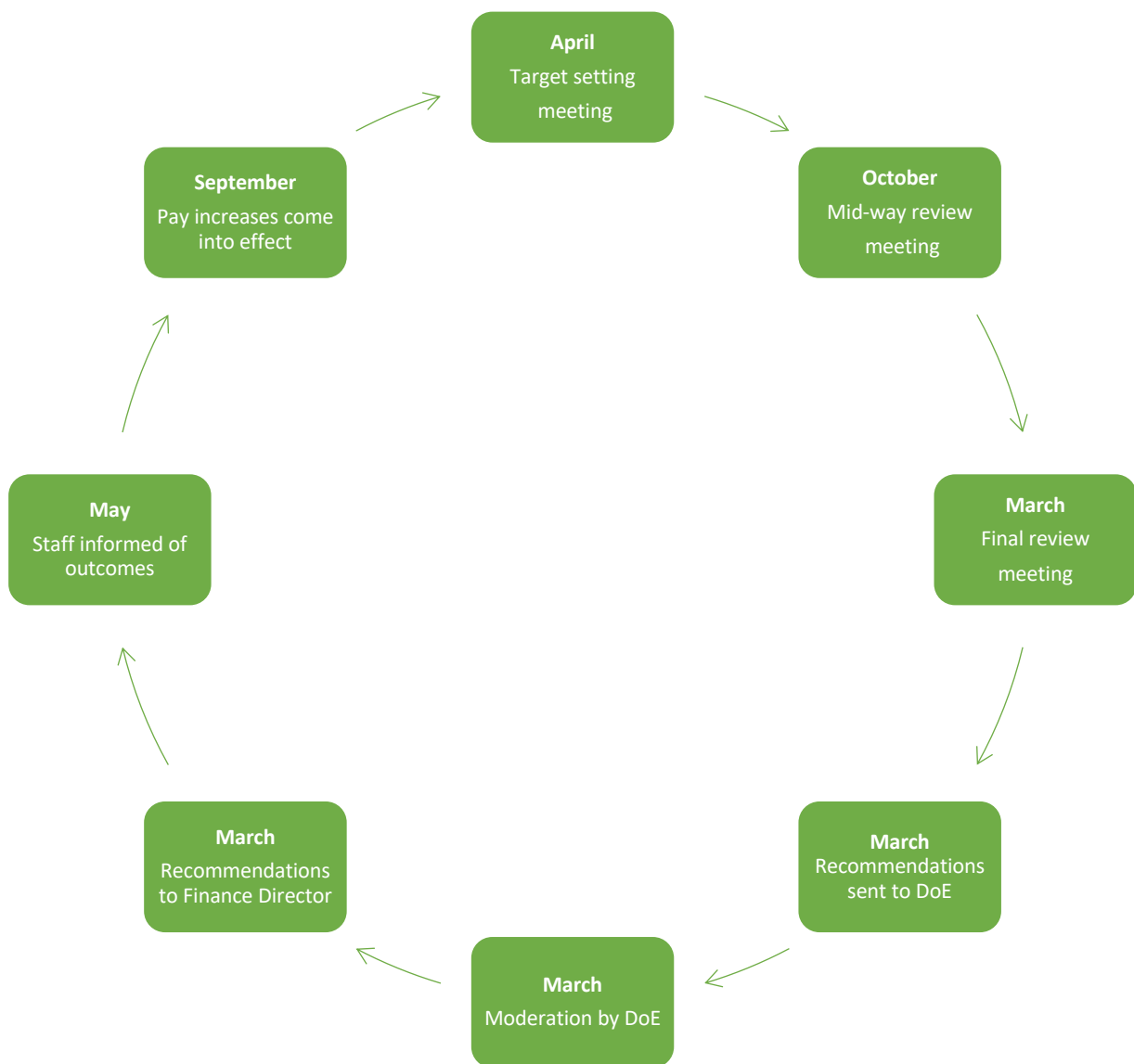
A staff member's probation period runs for at least 3 months from the date of appointment; this includes the induction period. Once induction is complete, the member of staff will meet with their mentor to discuss the requirements for the rest of the probation period.

At the end of the 3-month period, Mentors will review the performance of staff members against their individual job descriptions. If the member of staff's performance is deemed to be satisfactory

(noted on the review form as an 'Achiever', their probation will cease, and that member of staff will be considered as a permanent employee. If the member of staff is deemed to be an unsatisfactory performer, their probation could be extended up to an additional 3 months. See appendix 1 for the Probation Progress Review proforma.

Appraisal Cycle

The appraisal period will run for 12 months beginning on April 1st each year. For staff members on fixed-term contracts of less than 12 months, the appraisal period will be determined by the duration of their contract. Staff members who start at, or leave the school, during the appraisal period can have a longer or shorter appraisal period in that appraisal round. It is intended that staff members will have had their annual appraisal meeting and received their appraisal report by May half term. The appraisal cycle:



Setting Targets

Targets for new staff will be set once the initial probation period has been successfully completed. For existing staff, they will be set during the target setting meeting with their line manager in April each year. The Headteacher's targets will be set by the Executive Directors.

Targets will:

- Contribute to improving the education of pupils at the school and the implementation of the school development plan and/or other action plans as agreed with regulatory bodies
- Be specific, measurable, achievable, realistic and time-bound (SMART)
- Be appropriate to the staff member's role and career experience
- Be revised if circumstances change throughout the year.

In the target setting meeting, the appraiser will:

- Discuss the staff member's wellbeing, career aspirations and any difficulties they may be facing
- Discuss the staff member's professional development needs and identify action that should be taken
- Inform the staff member of the standards their performance will be judged against
- Seek to agree the targets with the appraisee, but if that is not possible, the appraiser will determine the targets.

See appendix 2 for an example of the appraisal proforma.

Standards

Teachers will be assessed against the [Teachers' Standards](#), as well as their individual targets. The Headteacher, and other school leaders where relevant, will also be assessed against the [Headteachers' Standards](#). Learning Leaders (HLTAs) will be assessed against the [HLTA Standards](#).

Reviewing Performance

Line managers will use a range of evidence to judge a staff member's performance:

- Formal and informal lesson observations
- Observations and results from wider school activities, if applicable
- Performance of their pupils
- Reviews/audits of planning and marking
- Parent and pupil voice, if applicable

Observation Protocol

Observations are an important way of assessing teachers' performance. They can help identify a teacher's strengths and areas for improvement and can help line managers identify areas of good practice that can be shared across the school. There will be both formal and informal 'drop in' observations. Teachers with responsibilities outside the classroom will also have these responsibilities observed.

All observations will:

- Be carried out in an objective, fair, professional and supportive manner
- Be carried out by teachers with Qualified Teacher Status
- Provide constructive feedback
- Remain confidential to those who need to know details as part of their jobs

Informal 'Drop in' Observations

Drop-in observations will usually be conducted by SLT or a Head of Department in order to monitor the quality of teaching and learning. Notice of 'drop in' observations will be given at least 24 hours in advance. Observations will usually last around 30 minutes, equivalent to one single lesson, and may involve the observer talking to pupils and looking at their work. The frequency of drop-ins will depend on the individual teacher and the school's needs at the time.

Generally, verbal feedback will be given the following day, though every effort will be made to ensure this takes place on the same day. Line managers will use all reasonable endeavours to provide written feedback within 5 working days. For drop-in observations, written feedback would usually be in the form of bullet points, detailing strengths and development points.

Teachers may also use drop-in observations to observe their peers' teaching lessons for their own professional development. Notice should still be given but evidence from these will not be used as part of the appraisal process.

Formal Observations

The purpose of formal observations is to assess the teacher's performance and progress against their targets and the relevant standards. Formal observations are conducted by the Senior Leadership Team or Executive Directors only. The focus areas include:

- Promoting a dynamic and mindful curriculum and learning excellence, whilst ensuring pupils understand their attainment, both current and predicted.
- How are pupils supported emotionally to promote self-esteem, personal development and their general wellbeing? How are staff managing behaviour?

- Ensuring the SEN needs of all pupils are met. What adaptations are being made in the classroom by teachers to ensure this? Is the school always NAS compliant?

Any staff with areas for development identified post-observation, will have an improvement plan put in place and will be re-observed in the following half term. The results of all observations are recorded on a central monitoring sheet.

The teacher's workload and individual circumstances will be taken into account when determining the number of formal observations to be conducted for the appraisal process. For example, early career teachers (ECTs) and less experienced teachers who have recently started at the school will receive a number of formal observations to establish their strengths and areas for development. A very experienced teacher will typically receive fewer observations.

Teachers will not receive more than three formal observations over the year. Generally, verbal feedback will be given the following day, though every effort will be made to ensure this takes place on the same day. Line managers will use all reasonable endeavours to provide written feedback within 5 working days. For formal observations, written feedback will be provided using the school's observation format.

Additional Observations

Additional formal observations will take place if:

- The teacher requests them
- There are concerns that the teacher's performance is not up to standard (this may be triggered by poorly performing or poorly behaved pupils)
- The teacher is subject to formal capability proceedings

The above protocols will still apply to these additional observations.

Annual Assessment

Performance will be reviewed and addressed mid-cycle in October each year. The final review meeting is the end point of the annual appraisal process and will take place in March the following year. See appendix 2 for an example of the appraisal proforma.

In the mid-cycle review meeting, the appraiser will:

- Discuss the staff member's wellbeing, career aspirations and any difficulties they may be facing
- Review the relevant evidence so far
- Assess performance so far against the relevant standards

- Assess performance so far against targets
- Discuss the staff member's professional development needs and identify action that should be taken
- If necessary, discuss underperformance and put a plan in place to address it.

In the final review meeting, the appraiser will:

- Discuss the staff member's wellbeing, career aspirations and any difficulties they may be facing
- Review the relevant evidence
- Assess performance in the appraisal period against the relevant standards
- Assess performance in the appraisal period against targets
- If necessary, discuss underperformance and put a plan in place to address it.

If a staff member continues to demonstrate serious underperformance and does not respond to support provided, they 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 they will be invited to a formal capability meeting. Refer to the Staff Capability Policy for more information

Conducting Appraisal Meetings

The Headteacher will appraise all teachers, SLT and admin staff in accordance with our line management staffing structure (see appendix 3). SLT may share the responsibility of appraising all Independence Assistants. All appraisers will be provided with appropriate training.

Appraisal meetings will take place within the staff member's normal working hours and will typically last for at least an hour. Scheduling appraisal meetings for an hour and a half is therefore recommended. Staff members are requested to complete and submit to their line manager and/or appraiser, the relevant appraisal paperwork at least 24 hours before the meeting is scheduled. During the meeting, the paperwork will be updated, as a result of the discussion held during the appraisal meeting.

This will include:

- An assessment of the staff member's performance against their targets and the relevant standards
- An assessment of the staff member's training and development needs, and the action that should be taken to address them
- Where relevant, a recommendation on pay progression

There will be space in the report for the staff member's own comments. Staff members will sign the appraisal paperwork to say they have seen it and agree with its content. Staff members can appeal to

the Headteacher, and the Headteacher can appeal to the Executive Directors, if they disagree with the contents of the paperwork and the pay recommendation it makes.

The Headteacher's appraisal meeting will be conducted by Executive Directors. To support the Headteacher appraisal, the Executive Directors may appoint an external adviser with relevant skills and experience. The adviser may be from the local authority or a neighbouring local authority or be an external consultant.

Concerns about a Staff Member's Performance

If it becomes clear that a staff member is having difficulties at any point during the appraisal period, they will be provided with additional support. This will begin with a meeting with their line manager, where the problem will be discussed, and potential solutions identified. A performance improvement plan may be created. The nature of the support will be based on the individual's circumstances. For example, staff members whose difficulties are linked to a long-term health condition may be referred to an occupational health service. Staff who are new to the school may be given a mentor or coach. The concerns may be of a nature that would usually involve beginning the capability procedure. In these cases, please refer to the Staff Capability Policy.

Supervision

Both appraisals and supervision play a vital role in the development of the workforce at TLWS. Whilst an appraisal is a formal process to assess the performance of an employee over a particular period, supervision is a live, ongoing process that includes regular meetings between staff and line managers to discuss work issues and provide development and support. Not all member of staff will receive appraisals, but most will receive supervision:

Role	Supervision Frequency	Supervision Meeting
Teacher	Half Termly	1:1
HLTA	Half Termly	1:1 or Group
TA	Half Termly	1:1 or Group
Headteacher	Monthly	1:1
DSL	Weekly	1:1

Pay Recommendations

Following an end of cycle evaluation, a line manager may recommend pay progression for members of staff that are eligible and have met their appraisal targets. See appendix 3 for an example of the recommendation proforma. For teachers to progress to the Upper Pay Range (UPR), assessment should have regard to the **two most recent** appraisal cycles. Teachers hoping to progress to, and remain on, UPR must be able to evidence the following criteria:

- that they are **highly competent** in all elements of the relevant standards; and
- that their achievements and contribution to the school are **substantial** and **sustained**.

Confidentiality

The appraisal process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information. Appraisal records will be kept securely in the staff members personnel file, which are stored securely on electronic drives.

Monitoring Arrangements

The Executive Directors will monitor and review the effectiveness of the appraisal arrangements. The Headteacher will monitor targets and assessments to ensure consistency. This policy will be reviewed every year by the Headteacher. This policy has been agreed by Executive Directors, who will review and approve it whenever updated.

Links with other Policies

This policy is linked to:

- Early Career Teacher (ECT) Induction Policy
- Staff Capability Policy
- Staff Code of Conduct
- Staff Handbook

General Expectations for all Employees			
	Satisfactory	Unsatisfactory	Comments
Attendance	✓	✓	
Timekeeping	✓	✓	
Presentation	✓	✓	
Teamwork	✓	✓	
Communication	✓	✓	
Meeting deadlines	✓	✓	
Positive Impact	✓	✓	
Overall Results of Review			
<input type="checkbox"/>	Achiever	Performance shows consistent achievement toward meeting the performance expectations as outlined in the relevant job description	
<input type="checkbox"/>	Unsatisfactory performer	Performance shows deficiencies which interfere with the attainment of expectations as outlined in the relevant job description	
<input type="checkbox"/>	Probationary period extended due to performance	In accordance with the terms and conditions of staff contracts, the probationary period is extended, at the Company's discretion, for performance reasons. Extension may be up to three additional months.	
<input type="checkbox"/>	Probationary period extended due to absence	In accordance with the terms and conditions of staff contracts, the probationary period is extended, at the Company's discretion, for employees with a high absent or leave rate, usually exceeding 10 days. The probationary period is extended for another three months.	
Employee's Comments			
Mentor's Comments			
Employee's Signature		Date	Next Review Date
Mentor's Signature		Date	

Appendix 2 – Teacher Appraisal Proforma

Teacher Appraisal			
Objective 1: Your role in school	Success Criteria	Evidence	Training Needs
	<ul style="list-style-type: none"> • X • x 	<ul style="list-style-type: none"> • x • x 	
Mid-Cycle Review Comments			On track <input type="checkbox"/> Yes <input type="checkbox"/> No
End of Cycle Evaluation			Achieved <input type="checkbox"/> Yes <input type="checkbox"/> No
Objective 2: Your part in the SDP	Success Criteria	Evidence	Training Needs
	<ul style="list-style-type: none"> • x • x 	<ul style="list-style-type: none"> • x • x 	
Mid-Cycle Review Comments			On track <input type="checkbox"/> Yes <input type="checkbox"/> No
End of Cycle Evaluation			Achieved <input type="checkbox"/> Yes <input type="checkbox"/> No
Objective 3: Your PD target	Success Criteria	Evidence	Training Needs

	<ul style="list-style-type: none"> • X • X 	<ul style="list-style-type: none"> • X • X 	
Mid-Cycle Review Comments			On track <input type="checkbox"/> Yes <input type="checkbox"/> No
End of Cycle Evaluation			Achieved <input type="checkbox"/> Yes <input type="checkbox"/> No

Teacher Standards – Part 1	Comments		Review
	Please note, the criteria that teachers must meet before moving onto the upper pay range, and to remain on the upper pay range, are: <ul style="list-style-type: none"> • that they are highly competent in all elements of the relevant standards; and • that their achievements and contribution to the school are substantial and sustained. Assessment (of whether a teacher should move to the UPR) should have regard to the outcomes of the two most recent appraisal cycles.		
1. Set high expectations which inspire, motivate and challenge pupils: <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. 	Mid-Cycle		On track <input type="checkbox"/> Yes <input type="checkbox"/> No
	End of Cycle		Achieved <input type="checkbox"/> Yes <input type="checkbox"/> No
2. Promote good progress and outcomes by pupils: <ul style="list-style-type: none"> • be accountable for pupils' attainment, progress and outcomes 	Mid-Cycle		On track <input type="checkbox"/> Yes <input type="checkbox"/> No

<ul style="list-style-type: none"> • 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. 	End of Cycle		Achieved <input type="checkbox"/> Yes <input type="checkbox"/> No
3. 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 of standard English, whatever the teacher's specialist subject • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. 	Mid-Cycle		On track <input type="checkbox"/> Yes <input type="checkbox"/> No
	End of Cycle		Achieved <input type="checkbox"/> Yes <input type="checkbox"/> No
4. Plan and teach well-structured lessons: <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). 	Mid-Cycle		On track <input type="checkbox"/> Yes <input type="checkbox"/> No
	End of Cycle		Achieved <input type="checkbox"/> Yes <input type="checkbox"/> No

<p>5. 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. 	Mid-Cycle		<p>On track</p> <input type="checkbox"/> Yes <input type="checkbox"/> No
	End of Cycle		<p>Achieved</p> <input type="checkbox"/> Yes <input type="checkbox"/> No
<p>6. 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. 	Mid-Cycle		<p>On track</p> <input type="checkbox"/> Yes <input type="checkbox"/> No
	End of Cycle		<p>Achieved</p> <input type="checkbox"/> Yes <input type="checkbox"/> No
<p>7. 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 	Mid-Cycle		<p>On track</p> <input type="checkbox"/> Yes <input type="checkbox"/> No

<ul style="list-style-type: none"> • 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>End of Cycle</p>		<p>Achieved</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>8. 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 • deploy support staff effectively • 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. 	<p>Mid-Cycle</p>		<p>On track</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
	<p>End of Cycle</p>		<p>Achieved</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Teacher Standards – Part 2</p>	<p style="text-align: center;">Comments</p> <p>Please note, the criteria that teachers must meet before moving onto the upper pay range, and to remain on the upper pay range, are:</p> <ul style="list-style-type: none"> • that they are highly competent in all elements of the relevant standards; and • that their achievements and contribution to the school are substantial and sustained. <p>Assessment (of whether a teacher should move to the UPR) should have regard to the outcomes of the two most recent appraisal cycles.</p>		<p>Review</p>
<p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> • treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position 			<p>On track</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

<ul style="list-style-type: none"> • 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. 		<p>Achieved</p> <input type="checkbox"/> Yes <input type="checkbox"/> No
<p>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.</p>		<p>On track</p> <input type="checkbox"/> Yes <input type="checkbox"/> No
		<p>Achieved</p> <input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>		<p>On track</p> <input type="checkbox"/> Yes <input type="checkbox"/> No
		<p>Achieved</p> <input type="checkbox"/> Yes <input type="checkbox"/> No

Target Setting Meeting Date		Appraiser's Signature		Teacher's Signature	
Mid-Cycle Review Meeting Date		Appraiser's Signature		Teacher's Signature	
End of Cycle Evaluation Date		Appraiser's Signature		Teacher's Signature	

Appendix 3 – Teacher Pay Progression Recommendation Proforma

Teacher's Name		Appraiser's Name	
End of Cycle Evaluation Meeting Date			
Evaluation			
Objectives		Teacher Standards	
Objective 1 Achieved	<input type="checkbox"/> Yes <input type="checkbox"/> No	Part 1 Achieved	<input type="checkbox"/> Yes <input type="checkbox"/> No
Objective 2 Achieved	<input type="checkbox"/> Yes <input type="checkbox"/> No	Part 2 Achieved	<input type="checkbox"/> Yes <input type="checkbox"/> No
Objective 3 Achieved	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Appraiser's Recommendations			
Pay Progression	<input type="checkbox"/> Yes <input type="checkbox"/> No	Upper Pay Range	<input type="checkbox"/> Yes <input type="checkbox"/> No
Appraiser's Comments			
Appraiser's Signature		Appraiser's Role	
Moderation			
Objective 1 Achieved	<input type="checkbox"/> Yes <input type="checkbox"/> No	Part 1 Achieved	<input type="checkbox"/> Yes <input type="checkbox"/> No
Objective 2 Achieved	<input type="checkbox"/> Yes <input type="checkbox"/> No	Part 2 Achieved	<input type="checkbox"/> Yes <input type="checkbox"/> No
Objective 3 Achieved	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Moderator's Recommendations			
Pay Progression	<input type="checkbox"/> Yes <input type="checkbox"/> No	Upper Pay Range	<input type="checkbox"/> Yes <input type="checkbox"/> No
Moderator's Comments			
Moderator's Signature		Moderator's Role	