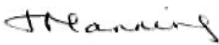




CPD and Appraisal Policy

Policy Ref: TMP92v2

This policy will not discriminate either directly or indirectly against any individual on grounds of sex, race, ethnicity or national origin, gender, sexual orientation, marital status, religion or belief, age, disability, socioeconomic status, offending background or any other personal characteristic.

	Name	Title	Signature	Date
Prepared by	Joanne Taylor	Director of Personal Development		July 2026
	Jackie Manning	Principal		July 2026
Approved by	Martin Heaton	CEO		July 2026

Does this Policy require publishing on the College Website? Yes

Does this Policy require approval by Board of Governors? Yes



CPD and Appraisal Policy

Policy Ref: TMP92v2



Record of Changes

Version	Issue Date	Changes	Initials
v1	Nov 2025	Initial issue	JT/CF
v2	July 2026	Annual review	JT/CF

Board of Governors Approval History

Version	Approved by	Signature	Date
v1	Peter D. Liptrot, Board of Governors		Feb 2026

Date of Next Policy Review: July 2026

Definition

Throughout this policy document **TMP Studios CIC** is referred to as 'TMP College'.

Continued Professional Development – CPD

Inclusion Quality Mark – IQM

Centre of Excellence - COE

Rationale

Encouraging staff talent and developing their potential is an important part within the culture and ethos at TMP College. We are highly invested in our staff.

An intrinsic part of professional development is to nurture a culture of commitment, whereby our staff feel empowered to try new approaches within their practice, and have autonomy to explore new strategies and ideas, to maximise the excellence that the organisation brings with regards to career development, and opportunities for all employees.

At TMP College we appreciate how CPD relates to your staff Appraisal. They are both fundamental, and should heavily relate to the progression, and future targets highlighted, both within the Quality Improvement Plan, and Inclusion Quality Mark targets. All of these are contributory factors to us delivering a high quality standard of education, and being acknowledged as a Centre of Excellence. It is a wrap around system, which ensures we have the best chance to progress as a college, succeed in job specification/job roles, and enhance personal aspirations.

The inspiration and enthusiasm of each employee, supports the college in achieving ambitious goals, whilst enabling the individual to research and develop new strategies, in relation to something which is of interest to them.

Linked Policies

This document should be read in conjunction with the following Policies:

- TMP70 Quality Assurance Policy
- TMP3 Equality and Diversity Policy
- TMP22 Recruitment and Selection Policy
- TMP65 Staff Wellbeing Policy
- TMP29 Staff Induction and Probation Policy
- TMP50 Health and Safety Policy

TMP invest in The National College and will provide all staff with access to this educational learning platform.

Aims

At TMP College we:

- Appreciate the importance of high quality continued professional growth and the impact regards learner outcomes
- Undertake research to identify high impact opportunities for staff development
- Empower all staff to recognise and understand the needs of the college learning community
- Encourage a collaborative working environment
- Make available a dedicated budget to help deliver the company strategy
- Enable each member of staff to access equal opportunities for both professional and personal career development through their Appraisal
- Respond and contribute through scheduled INSET days, to the QIP/IQM with effective tracking and monitoring throughout the academic year, with a mid year (interim) review, and finally by an end-of-cycle review.
- Provide opportunities for staff to focus on achieving their own individual targets identified within their Appraisal
- Evaluate any training to make judgements in relation to impact and any future provision
- Encourage self-reflection in order to improve our own roles and overall responsibilities

Roles and responsibilities

The overall responsibility of Continued Professional Development is with the Director of Personal Development. At the beginning of each financial year there will be an allocated budget specifically for CPD. This will be distributed based on the needs identified through the QIP, Staff Appraisal and other statutory requirements The SLT Team will be responsible for the effective use of the budget.

Support is available from the Director of Personal Development, who will oversee the process and help staff when needed.

Staff:

Each staff member has a personal portfolio document, which is located within a folder on Teams. All staff members are required to:

- Take responsibility for their own professional and personal progress
- Use time which is allocated to training and development for this purpose.
All staff are expected to use from 4pm – 5pm on one day of each week. The individual employee is asked to utilise this time, on the day best suited to their timetable, and other responsibilities such as meetings.
- Upload certificates, as and when achieved
- Ensure that portfolio documentation is completed to evidence individual progression. This includes recording the details of research and additional reading to enhance professional development. This not only supports with inspections, but indicates activity - personal developments, and specific key areas of interest

Hard copies of certificates can be made available and useful to have ownership of. If you require these please see the Director of Personal Development.

Principles of CPD

CPD Cycle

- 1 – Identify
 - 2 – Plan the CPD
 - 3 – Action
 - 4 – Apply
 - 5 – Share
 - 6 - Evaluate

Continued Professional Development must include/fulfil at least one or more of the following criteria:

- Statutory/essential training, for example: Safeguarding, Prevent, Health and Safety, First Aid, SEND, etc
- Provide opportunities for self-study
- Tracking and monitoring of Appraisal targets at the agreed interim period, to ensure staff development and wellbeing is effective

CPD can vary depending on a range of different learning methods. These are:

- Structured CPD – Active learning
- Reflective CPD – Passive learning
- Informal CPD – self-directed learning

A blended approach to CPD can increase chances of knowledge retention and engagement. It is advised that 50% of CPD is completed in a structured CPD/active learning environment and the remaining 50% be balanced across both reflective and self-directed types of CPD.

High quality learning opportunities will be offered via one of the following methods:

- Induction process
- Appraisal process
- Internal and external training courses
- Face to face, virtual and online learning
- Guest speakers
- Scheduled INSET days
- QIP development days
- Providing allocated CPD time for independent reading research
- Working collaboratively; including regular whole college and departmental meetings
- Sharing good practice and expertise/shadowing and mentoring
- Observations and feedback, formally and informal

The Appraisal Process

TMP College has developed an effective, high-quality system for Appraisal that all staff access. The system:

- Ensures that there is a comprehensive development programme that meet the needs of College priorities and targets for the academic year
- Equips the employee in supporting the wider college vision for the academic year
- Gives the employee some autonomy to explore specific areas of interest and expertise
- Aligns with the Quality Improvement Plan and IQM Centre of Excellence targets. The QIP and IQM status can only be a success with a collaborative approach and by ensuring that the staff team understand the vision and are involved in helping it to succeed
- highlights a collaborative approach in the success and vision that TMP College strives to achieve

The Appraisal requires a minimum of three targets to be set, each reflecting the QIP:

- Whole college target – This is a target that will be beneficial for the whole college
- Team target – This target will meet the requirements and targets, within your vocational subject/department.
- Individual target – This target is important to the employee and is something that the employee will research and evidence some deeper understanding.

Appraisals are conducted by the Director of Personal Development, and these are stored both electronically and hard copy for inspection purposes. These are also used in relation to mapping the CPD of the staff members individuals targets.

Evaluation of CPD activity and access to training:

Evaluation after completing courses/training is sometimes requested. This is to evidence and to inform Director of Personal Development, as to if the training has been effective, and what impact it has had, be this positive or negative, we value the opinions of all our employees.

Long-Term Self-Study

Staff who are interested in pursuing any long-term study which is directly related to their job role (e.g. NVQ, CACHE, NPQ etc.) should discuss with the Leadership Team before applying.

The Leadership team will co-ordinate a support network for staff who are involved in any agreed, long term, self-study.

<https://www.teachingexpertise.com/articles/the-teacher-training-resource-bank-ttrb/>

<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

Funding

Where an external accredited course has been agreed and funded by TMP College, the employee will be required to refund some/all of the fee paid by the college in the event of a resignation.

In the case of a resignation, the following will apply:

- If an employee resigns before the course is completed, or within 12 months of the course being completed then 100% of the funding would be paid back to TMP College.
- If an employee resigns within 2 years of the course being completed, then 65% of the funding would be paid back to TMP College.
- If an employee resigns within 3 years of the course being completed, then 50% of the funding would be paid back to TMP College.