

Clinical Supervision Competency Framework

Adapted for Complex, High-Risk, Non-Therapy Practice Contexts

This framework draws on established supervision competency standards developed within counselling and psychotherapy professions (e.g. BACP). It does not replace those standards, but adapts them for complex, high-risk, non-therapy practice contexts including advocacy, community mental health, wellbeing and trauma-exposed frontline work. It reflects the realities of roles where emotional impact, ethical complexity, and organisational pressures are part of everyday practice.

1. Theoretical Foundation

My supervision approach is grounded in recognised supervision theory, adapted to reflect frontline and community roles.

- consistent, transparent supervision approach grounded in theory
- integrating trauma-informed, relational and reflective practice
- recognising how background and values shape supervision
- engaging with current research and sector developments
- understanding emotional labour and system pressures

2. Ethical and Professional Practice

Ethical practice sits at the centre of my work, supporting safe and accountable supervision.

- clear agreements, boundaries and expectations
- maintaining confidentiality with clarity on limits
- managing dual roles and conflicts of interest
- supporting ethical decision making
- responding to wellbeing or fitness-to-practise concerns
- understanding safeguarding and duty of care

3. The Supervisory Relationship

The supervisory relationship provides a safe, reflective space for learning and challenge.

- building psychological safety and trust
- balancing support with appropriate challenge
- supporting reflective learning and confidence
- working with power dynamics
- addressing relational tension or rupture

4. Equality, Diversity and Inclusion

I work in ways that are culturally responsive and identity aware.

- working in culturally responsive ways
- understanding intersectionality and inequality
- supporting identity-aware reflection

- modelling inclusive communication
- exploring power and lived experience

5. Individual Needs of the Supervisee

Supervision is shaped around the individual and their context.

- adapting to experience and role
- supporting wellbeing and sustainability
- supporting professional development and confidence
- offering clear, constructive feedback

6. Facilitation of Supervision

Supervision is structured while responsive to what emerges.

- maintaining purpose and boundaries
- holding focus while allowing reflection
- using questioning and challenge
- drawing on reflective tools
- exploring unspoken material

7. Professional Development of the Supervisor

I am committed to ongoing learning and accountability.

- engaging in my own supervision
- recognising limits of competence
- engaging in ongoing CPD and reflective learning
- learning from practice experience

8. Supervisor Self-Awareness

Self-awareness supports safe and effective supervision.

- awareness of emotional responses
- ability to regulate responses
- reflecting on identity and values
- using in-the-moment awareness

SPECIFIC COMPETENCES

9. Modes and Methods of Providing Supervision

I work flexibly across different supervision formats and delivery methods.

- using creative and reflective methods
- facilitating group supervision
- providing safe online supervision
- understanding risks and limitations of different delivery modes

10. Organisational Supervision

Supervision takes place within wider organisational systems and responsibilities.

- understanding organisational culture and power dynamics
- balancing support, accountability and independence
- supporting ethical practice within systems
- contributing to reflective supervision cultures

11. Supervision for Specific Practice Contexts

I adapt supervision to reflect the needs, risks and complexities of different practice contexts.

Children, Young People and Vulnerable Adults

- understanding safeguarding legislation and systems
- navigating consent and information sharing
- supporting multi-agency working
- maintaining appropriate professional boundaries

Trauma-Exposed Practice

- understanding the impact of trauma exposure
- recognising vicarious trauma and burnout
- supporting wellbeing and sustainable practice
- processing emotional impact and complexity

12. Interpreters and Cross-Cultural Work

I recognise the additional relational, cultural, and communication dynamics involved in interpreted and cross-cultural work.

- understanding power and communication dynamics
- supporting trust across cultures
- recognising risks of role confusion
- supporting complex communication processes