


# BAPT Core Competencies of a Clinical Supervisor



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Topic	Competence
<b>1. Knowledge and Understanding</b>	
1.1 Understanding the normative, formative and restorative roles of supervision: including understanding and upholding gatekeeping responsibilities.	<p>To understand the range of functions of supervision (normative, formative, restorative), and the supervisor's dual responsibility of attending to the supervisee's and clients' needs.</p> <p>To have an understanding of, and demonstrate the ability to ethically uphold, the gatekeeping function to the profession.</p> <p>To understand what constitutes inadequate or harmful supervision and actively address if applicable.</p>
1.2 Knowledge of a range of supervision models and theoretical underpinnings.	<p>To understand, and be able to draw from, a range of supervision models and theories (including developmental and process models) to support the supervisee's development, deepen the therapist's self-awareness / resilience in their work, and ensure optimum therapeutic outcomes for clients.</p> <p>To have an awareness of the benefits and challenges of working creatively.</p>
1.3 Knowledge and understanding of different learning styles 	<p>To demonstrate the understanding and ability to apply different learning styles, considering supervisee's preferred approaches and being alert to any mismatch with supervisor's preferred styles.</p> <p>Be aware of neurodiversity, gendered or cultural differences in processing information and learning processes.</p>
1.4 Knowledge of different theories, models and processes related to group supervision	<p>To have an awareness of the benefits and challenges of facilitating groups.</p> <p>To understand the different methods of facilitating group supervision, and the practical considerations in attending to the needs of the individual as well as the group dynamic.</p>

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	<p>To have an understanding and ability to recognize and respond to different group-related processes emerging.</p> <p>To be able to sensitively challenge and support unhelpful group dynamics when observed.</p>
<p>1.5 Knowledge of the difference between online and in-person supervision</p>	<p>To understand the reasons for choosing online over in-person supervision.</p> <p>Understanding and recognizing the defence mechanisms employed due to the online nature of supervision sessions.</p> <p>Confidence in supporting and addressing supervision sessions online acknowledging the lack of nonverbal communication.</p> <p>Have had extensive experience of both methods of supervision.</p>
<p>1.6 Understanding the importance of the supervisory alliance and be responsive in addressing challenges and repairing ruptures.</p>	<p>To recognize how the supervisory alliance can be impacted by the supervisee's attachment style, defence mechanisms and demonstrate the ability to respond in a way that further develops the therapist's self-awareness and strengthens the supervisory relationship.</p> <p>Recognising when a rupture has occurred in the supervisory relationship and being aware of the supervisor role in the rupture.</p> <p>Honest and open dialogue around what might be happening with reflective listening.</p>

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	Supervisor takes this to meta supervision to explore further.
1.7 Knowledge and understanding of the complexity of issues working with children and families, who have experienced trauma	<p>To understand the theory and mechanisms involved, in secondary trauma and compassion fatigue.</p> <p>To understand indicators of secondary trauma / compassion fatigue in order to be able to discuss them openly with the supervisee and support the therapist to prioritize self-care.</p>
1.8 Knowledge of relevant and updates on current legislation	<p>To demonstrate an awareness of relevant legislation and ensure supervisory practice is compliant.</p> <p>To ensure that all data handling and supervision records are GDPR compliant.</p>
<p>1.9 Knowledge of anti-discriminatory and anti-oppressive practice in supervision</p> 	<p>To challenge and support supervisees to develop openness in the supervisee to issues of equality, diversity and inclusion.</p> <p>Ability to promote supervisee's awareness and understanding of equality, diversity and inclusion in relation to client work.</p> <p>Ability to initiate discussion on, and explore with, supervisees, issues of prejudice, privilege and oppression.</p> <p>Ability to raise supervisee's awareness around own assumptions, biases or prejudice, or areas for development.</p>

	To have an understanding of the benefits and challenges of working with interpreters
1.10 Knowledge of contemporary research and practice	To demonstrate an ongoing commitment to research and developing supervision practice.  To uphold BAPT's requirement of a minimum of 5 hours supervision relevant CPD per year.
<b>2. Personal Development</b>	
2.1 Maintenance and use of meta supervision( supervision of supervision)	To use clinical supervision to review supervisory practice.  Identify supervisor's strengths as well as areas for growth and CPD.  Ensure supervisor feels supported in role, as well as ensuring supervisee's needs are identified / met, and client therapeutic outcomes optimized.  To demonstrate ability to recognize limits to own knowledge / experience and seek appropriate consultation and CPD.
2.2 To recognize and respond to personal supervisory developmental needs identified in meta supervision	To demonstrate acting on any recommendations made by clinical supervisor within meta supervision.
2.3 Effective use of self within supervision	Ability to use awareness of self in the supervisory relationship to detect and address unhelpful supervisory dynamics.  Ongoing commitment to personal as well as professional development.

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	Demonstrating an engagement in self-care and self-compassion.
<b>3. Practice Skills</b>	
3.1 Engagement and facilitation of a supervisory alliance	<p>To have knowledge and understanding of the components of an effective supervisory relationship <b>with</b> an awareness of power differentials generated through gender inequalities, cultural differences and understanding, social assumptions and unconscious racist bias.</p> <p>To demonstrate the ability to recognize and repair any ruptures to the supervisory alliance.</p>
3.2 Assessment of supervisee's needs	<p>To regularly reflect on the supervisee's development and adapt how supervision is structured / facilitated in response.</p> <p>Ability to support and challenge supervisees to access personal therapy when needed.</p>
3.3 Contracting	<p>To mutually agree on a supervisory working agreement with a supervisee and ensure that this is revisited at least annually.</p> <p>Contracts to include (as a minimum): limits of confidentiality, mode of contact, frequency / length of supervision sessions, inter-sessional contact, payment, breaks and non-attendance, arrangement for emergencies, agreement around ending.</p>
3.4 Maintenance of boundaries within supervisory practice	To demonstrate an understanding around the importance for boundaries and how these may be maintained, especially around areas such as confidentiality, the avoidance of dual roles, etc.
3.5 Record keeping	To ensure that supervision notes are anonymized, in keeping with GDPR specifications and that supervisees are informed about what is recorded, whether any of this data is shared, how it is stored securely and when it will be destroyed.

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3.6 Ability to apply BAPT ethics and values within supervision	To explicitly reference the BAPT ethics and values within case discussion and ethical decision-making.
3.7 Give Feedback	To regularly seek feedback from supervisees to ensure that supervision is meeting their needs, as their practice and use of self develops.
<b>4. Organizational Supervision</b>	
4.1 Ability to balance professional responsibilities with those held towards the organization	<p>To ensure that the nature and function of clinical supervision is understood within the organization and there is organizational commitment to honouring its provision.</p> <p>To ensure that the organization has a robust clinical supervision policy, which is regularly reviewed.</p> <p>To ensure that 3-way supervisory contracts are in place, to ensure supervisees has full transparency.</p>
4.2 Knowledge and understanding around the potential impact of different power dynamics and authority structures within organization	<p>Being confident in supervisory practice to clarify and boundary clinical supervisor's role, avoiding dual role with managerial supervision.</p> <p>Recognising when organizational dynamics are impacting on the supervisee practice.</p> <p>Ensuring supervisory agreements have clarity on how these concerns might be addressed.</p>
4.3 Knowledge and understanding around how organizational culture and unconscious processes can impact on supervisees and supervisors	To ensure supervision-of-supervision to enable space for regular reflection.
<b>5. Supervision of Students and Novice Therapists</b>	
5.1 Knowledge of standards of practice required by	Keeping up to date with training requirements for students and being familiar with all professional

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training organization (and professional body if other than BAPT)	body requirements to best support student supervisees.
5.2 Knowledge of relevant course criteria for successful completion of training, including the involvement of the supervisor in the assessment	<p>Be in contact with course tutors/directors regarding criteria for supervision of students.</p> <p>Ability to seek out advice and guidance when required.</p> <p>Have knowledge of the course content to meet the student's supervisory needs.</p> <p>Understanding the course assessment process in line with student supervisory needs.</p>
5.3 Contracts	To include processes around discussing and addressing any concerns around fitness to practice.
5.4 Feedback	<p>To provide specific, timely, balanced feedback in relation to the supervisee and their developmental needs.</p> <p>To provide formative and summative feedback on agreed supervisory goals.</p> <p>To be able to recognize and respond sensitively to the supervisee's readiness to receive, understand and respond to feedback.</p> <p>To accept and respond to feedback from the supervisee</p>
5.5 Awareness of the different supervisory needs of student and extra skills required by the supervisor	<p>Reflecting on supervisory skills required to support training play therapists.</p> <p>Accessing extra training to support supervisory practice.</p>

	Confidence in supporting the emotional needs that can arise in practice
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