



Association for Family &  
Systemic Psychotherapy

## AFSP Recommended Band 7 Job Description

**Effective from: 13<sup>th</sup> March 2026**

### JOB DESCRIPTION

**Job Title: *Specialist Family and Systemic Psychotherapist***

**Grade: *Band 7***

**Specialty and place of work: Mental Health**

**Hours of Work: 10 Sessions/37.5hrs**

**Professionally accountable to: Professional Lead Family Therapist/Consultant Family and Systemic Psychotherapist**

**Operationally accountable to: \***

**Reports to: \***

### JOB PURPOSE \*

\*To be added as appropriate to specific post

### DUTIES AND RESPONSIBILITIES

#### CLINICAL RESPONSIBILITIES:

1. To be a member of the service team and to contribute to, participate in, and adhere to the routines and policies of that service. To adhere to the organisation of the service particularly with regard to membership of the multidisciplinary teams.
2. To provide a qualified specialist systemic psychotherapy service as an autonomous professional and a systemic approach to the treatment of complex mental health disorders based on the evidence. The post-holder will be responsible for coordinating, developing, and delivering a variety of family and systemic interventions.
3. At all times, work in ways which are sensitive to and appropriate for the needs of families from a wide range of racial, cultural and religious backgrounds. This includes abilities to understand and offer therapeutic interventions to a variety of family forms including single parents, same sex couples and their families, extended



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- families and people with mental health difficulties. To take a proactive stance in challenging racism and discrimination and support the development of a culturally competent service. To be responsible for implementing a range of systemic interventions for individuals and their families, including meetings with parents and groups, adjusting and refining systemic formulations drawing upon different explanatory models and maintaining a number of provisional hypotheses.
4. To manage, plan and prioritise own clinical caseload and to exercise a degree of autonomous professional responsibility for the assessment and treatment, including the management of risk. To undertake detailed and highly specialist psychological and systemic assessment of children and families using such assessment procedures as may be appropriate. This will involve face-to-face contact with children and families to discuss and work through highly complex, sensitive and personal information related to their mental health presentation.
    - To create and deliver, participate in and sustain specialised therapeutic interventions with groups of children/families and professionals which will necessitate drawing from a broad spectrum of systemic models and complex factors concerning historical and developmental processes that have shaped the individual, family or group.
    - The delivery of an agreed package of care, to children and families, with complex problems across the developmental spectrum, and managing these within the context of multidisciplinary working
    - To provide advice and consultation to colleagues to develop systemic thinking, practice and formulation in the delivery of care across the service.
    - Drawing upon complex assessment material to provide verbal and written systemic formulations that aid evidence based clinical interventions for children, families and other professionals presenting with complex problems. This will involve integrating and interpreting a range of complex material, across different contexts and at different levels of meaning.
    - To work collaboratively with the wider team and relevant colleagues to contribute to the planning, development and delivery of specialist training in systemic psychotherapy.
    - Contribute towards the provision of advice and consultancy to local teams / services for members to incorporate informed systemic practice within their day-to-day work with clients.
    - To support junior staff in the family therapy team.
    - To communicate in a skilled and sensitive manner information, including assessment, formulation and treatment plans of patients and to monitor progress during the course of uni and multi-disciplinary treatment
    - Contribute to the requirements of CPD provision and support the learning of multi-disciplinary staff team at all levels of expertise.



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- Participating in multidisciplinary meetings, child protection case conferences and reviews, etc. providing professional advice on individual care programme planning and other clinical matters as necessary.
5. In particular, as part of multidisciplinary, complex care team working, to provide casework for people experiencing severe psychological and mental health difficulties. To prioritise workload to ensure that skills are used to address severe and complex psychological presentations including depression, ASD, ADHD, sexual abuse, eating disorders, conduct disorder, disability, and child protection.
  6. To maintain the records of service in line with the policies of the agency/trust.
  7. To provide input to health, social care and community-based services to enable best practice and service user choice in line with local service accessibility. This may include inpatient environments, specialist departments, general practices, health centres and local day centres.
  8. To manage frequent exposure to highly distressing and emotionally charged circumstances and maintain substantial mental effort through frequent and intense levels of concentration and attention. It will also include relating to and maintaining systemic rapport with a large group of people across an age range and with often multiple and conflicting requests, views and abilities. This will necessitate managing sessions/meetings in which there is high expressed emotion, between family members and towards the therapist, managing systemic rapport as well as psychological interventions and team/live supervisory interventions, (time out, telephone, etc.) in order to maximise the relationship between team and family.
  9. To deliver and complete clinical work whilst engaging in a range of often constraining physical postures, including sitting in constrained positions and working with children on the floor.
  10. To participate, when appropriate, in an area of a special clinical interest, clinical group or clinical problem of relevance to the service.
  11. To communicate and present information, including using a computer, manipulating data, writing reports, and preparing/editing videotapes, for presentation to other professionals.
  12. To participate in developing in-house professional development meetings within the Trust including discussion regarding in house policies and service development.



### **MANAGEMENT AND PROFESSIONAL LEADERSHIP:**

1. To participate in the formulation and implementation of clinical and operational practices and procedures as appropriate.
2. To prioritise workload to ensure that skills are used to address severe and complex psychological presentations within this area of work.
3. To ensure the principles of clinical governance are incorporated in service delivery by maintaining a high-quality service based on agreed clinical standards.
4. To participate in the supervision of trainees.
5. To facilitate the training of Trainee Systemic Psychotherapy students and trainees from other disciplines.
6. With support to participate in and establish own priorities for non-clinical activities e.g. projects, audits and research

### **CLINICAL SUPERVISION, AND TRAINING:**

1. To contribute to the provision of a systemic psychotherapy service.
2. To provide other professionals with access to systemic consultation, supervision, teaching and training, which supports them in working with children with emotional and behavioural problems.
3. To deliver in-service training workshops and seminars on systemic topics for child practitioners (e.g. nurses, social workers, psychologists, psychiatrists, paediatric staff etc.), and to contribute to multidisciplinary training events which may be organised by other staff within the Trust.
4. To participate in developing department training initiatives, within the Trust or outside.
5. To participate in developing psychological, systemic and family therapy approaches to ensure that high quality placements for trainees are available, in line with University, Association for Family Therapy, UKCP and Department standards.
6. To maintain CPD requirements in accordance with AFSP and Trust guidelines



### PERSONAL DEVELOPMENT:

1. To receive regular clinical supervision from an appropriately qualified systemic clinical supervisor to ensure quality of professional practice.
2. Through the personal appraisal process, to engage in professional development that ensures that Continuing Professional Development requirements are met and that UKCP registration requirements are maintained.
3. To participate in annual personal development/appraisal reviews with relevant professional line manager.
4. To meet the competency requirements of the post's core dimensions under the Knowledge and Skills Framework.
5. To have access to professional development following agreement with service manager/professional lead in accordance with the AFSP CPD guidelines.

### IT RESPONSIBILITIES:

1. To use IT skills at a high level of competence to maintain effective communications systems within the service.
2. To be able to use a range of software packages to support research and teaching work e.g. Microsoft Office including Word, PowerPoint, Access and Excel or equivalent.

### RESEARCH AND DEVELOPMENT:

1. To participate in planning, designing and undertaking appropriate service audits. To assist the research and development agenda by proposing areas of research appropriate to advancing the nature of family and systemic work within the service specialty.
2. To participate in research of benefit to the designated service area and the service as a whole, including where appropriate work evaluating current systemic practice, and work related to the better care of clients. As appropriate, to co-ordinate and supervise the work of students undertaking research on a delegated basis.
3. To participate in developing and completion of service reviews, audit, and research activity, including collecting and recording data, completing data analysis, report writing, and completing research proposals.